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ABSTRACT

This training handbook is a companion volume to "Using Labor Market Information in Career Exploration and Decision Making: A Resource Guide." It is designed for use in a workshop format to introduce the resource guide to counselor educators who will use it as a primary or supplementary text for college courses in career development or occupational information in the counselor education program. Part I provides a preparation checklist and timelines for both a 3-hour (half-day) and 6-hour (full-day) workshop. Part II contains the workshop facilitator's procedures for presenting the resource guide. The six chapters cover understanding career development and the use of career and labor market information in career counseling; understanding the labor market: concepts and applications; exploring labor market information sources and systems; exploring labor market information resources and products; using labor market information in career counseling; and developing a professional plan of action. Each chapter begins by listing goals and content areas. A content outline, activities, and discussion suggestions are provided. Culminating activities follow chapter VI. These facilitator materials are then presented: handout masters, transparency masters, and posttest answers. Part III is a university course outline. (YLB)

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A TRAINING HANDBOOK FOR

Using Labor Market Information in Career Exploration and Decision Making

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TO THE EDUCATIONAL RESOURCES
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A Resource Guide

A TRAINING HANDBOOK FOR

Using Labor Market Information in Career Exploration and Decision Making

A Resource Guide

DEVELOPED BY

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AND
DIANE BLAIR

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FUNDED THROUGH A GRANT FROM
NATIONAL OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

SEPTEMBER 1986

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 - Beatrice Wehrly, Professor, Counselor Education, Western Illinois
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The staff and consultants of this project hope that their efforts will help counselors provide clients with the occupational and labor market information needed to make wise and satisfying career decisions.

Charles L. Joley, Dean
College of Education
Eastern Illinois University
Charleston, Illinois
September 1986

TABLE OF CONTENTS

	Page
Acknowledgements	i
Table of Contents	iii
PART I - INTRODUCTION TO THE <u>TRAINING HANDBOOK</u>	
Overview	2
Preview to the Workshop Materials	4
Workshop Preparation Checklist	7
Workshop Format -- 6 Hours	9
Workshop Format -- 3 Hours	10
PART II - WORKSHOP FACILITATOR'S PROCEDURES FOR PRESENTING THE <u>RESOURCE GUIDE</u>	
Introduction	12
Chapter I - Understanding Career Development and the Use of Career and Labor Market Information in Career Counseling	13
Chapter II - Understanding the Labor Market: Concepts and Applications	37
Chapter III - Exploring Labor Market Information Sources and Systems	46
Chapter IV - Exploring Labor Market Information Resources and Products	54
Chapter V - Using Labor Market Information in Career Counseling	56
Chapter VI - Developing a Professional Plan of Action	59
Culminating Activities	65
Workshop Facilitator's Materials	75

A. Handout Masters	Page
Handout Index	76
FBI/LMI Investigation	77
Scavenger Hunt	78
Chapter I	79
Chapter II	82
Chapter III	85
Chapter IV	87
Chapter V	89
Chapter VI	95
Post-test	98
Workshop Feedback	99
B. Transparency Masters	
Transparency Index	100
Chapter I	103
Chapter II	123
Chapter III	136
Chapter IV	148
Chapter V	149
Chapter VI	152
C. Post-test Answers	155
PART III - UNIVERSITY COURSE OUTLINE	157

PART I

INTRODUCTION
TO THE
TRAINING HANDBOOK

OVERVIEW

This Training Handbook is a companion volume to Using Labor Market Information in Career Exploration and Decision Making: A Resource Guide. Both have been developed under the career information delivery priority area of the National Occupational Information Coordinating Committee (NOICC) with support and cooperation from the Office of the Assistant Secretary of Defense for Force Management and Personnel and the U.S. Department of Labor's Employment and Training Administration.

Individuals making career decisions throughout their lives--be they students, out-of-school youth, or adults in career transition--need information. They need both self-information and labor market information at many points in the career exploration and decision-making processes. Counselors and others who assist these individuals with their career development need to know what kind of labor market information is available and where to get it in its most current, accurate and relevant forms. Further, they need to know how to use it effectively with many different types of individuals at varying points along the career development continuum and in differing frameworks.

NOICC's Improve Career Decision Making (ICDM) program efforts under the career information delivery priority area have focused on counselors' needs for knowledge of and skills in using labor market information in career guidance and counseling. With support from NOICC and other Federal agencies, State Occupational Information Coordinating Committees (SOICCs) in 51 States and Territories have sponsored ICDM Inservice Program workshops for nearly 12,000 practicing counselors over the last 5 years. A formal third-party evaluation early in the history of the ICDM Inservice Program was conducted by the National Center for Research in Vocational Education. One of their recommendations was that similar training be provided during counselors' preprofessional preparation, for it is then that they acquire knowledge, skills and values that they will use during their entire professional careers as counselors. NOICC's Preservice ICDM Program grew out of that recommendation.

In the Preservice ICDM Program, the Resource Guide was developed under a three-year NOICC grant by project personnel at North Texas State University, the National Center for Research in Vocational Education, and the University of Missouri-Columbia. The project included field testing of the Resource Guide by faculty in counselor education programs at six universities. The final edition was published in 1986 under a copyright agreement with NOICC by Garrett Park Press, Box 190F, Garrett Park, Maryland 20896.

Using Labor Market Information in Career Exploration and Decision Making: A Resource Guide was designed to be used as a primary or supplementary text for college courses in career development or occupational information in the counselor education program. The Resource Guide can also be used as a reference guide for teachers and counselors, or as a resource in professional development workshops or seminars. To facilitate its use in various counselor education and professional development settings, NOICC worked with the Illinois State Occupational Information Coordinating Committee to develop this companion Training Handbook. The Illinois SOICC subcontracted the project to Eastern Illinois University where Dorothy Lawson and Diane Blair were the principal project writers and developers.

This Training Handbook will be used in a series of regional workshops designed to introduce the Resource Guide to counselor educators in 1986-87. The workshops are being conducted by the American Association for Counseling and Development through NOICC's auspices. The developers hope that it will be used in other counselor education and professional development efforts also, and that this will lead to adoption and use of the Resource Guide in college courses for counselors-in-training throughout the country. Our goal is to improve the dissemination and use of labor market information for career guidance and counseling in the United States.

The Resource Guide is a source that lends itself to a variety of teaching methods--only a few of which have been used in the workshop format illustrated in the Training Handbook. Take the whole of it or only part(s) and then adapt to your specific participants' needs. Much information is here for the taking. Part II contains an outline of the Resource Guide that may be used as part or all of a workshop or university course outline. Part III provides a sample course syllabus using the Resource Guide as a primary textbook. Many suggestions are provided to encourage your own creativeness.

NOICC welcomes your comments and suggestions for a planned revision to the Resource Guide in two or three years' time. Send them to your State Occupational Information Coordinating Committee (see pages 258-262 of the Resource Guide), or to the Executive Director, National Occupational Information Coordinating Committee, 2100 M Street, N.W., Washington, D.C. 20037.

PREVIEW TO THE WORKSHOP MATERIALS

Preparation and organization plus pertinent information are the key words to a successful workshop. Having all the details completed before the workshop begins helps one have a smooth running activity.

Preparation Checklist

A checklist on pages 7 and 8 will assist with preparation details. This list is not conclusive. Your workshop facilities may need additional preparation or you may want to change some of the activities to meet the specific needs of your participants.

Workshop Time Frames

Time lines have been prepared for both the three-hour (half-day) workshop and the six-hour (full-day) workshop; both cover all six chapters of the Resource Guide.

Basically, the three-hour workshop is merely a shortened version of the six-hour workshop. Times for activities have been decreased and/or some activities omitted. The workshop leader must determine what is important for participants and then adjust the material accordingly. A listing of suggested activity times will be found on pages 9 and 10.

The six-hour (full-day) workshop as outlined on page 9, allows latitude for delving into the material in greater depth. Participants are involved in numerous activities which allow them to become better acquainted with the Resource Guide. The workshop leader must determine time allowances based upon the knowledge level of participants.

Workshop Pre-test/Post-test (optional)

A post-test sample is provided. If you wish, this same test may be used as a pre-test. Since the purpose of the workshop is to become acquainted with the Resource Guide, it is important that the post-test be used as an open book measure. If time is short, give participants the post-test to take home for their own evaluation. This instrument is found on page 98.

Handouts

An index of the Handouts will be found on page 76.

Handout Masters will be found on pages 77-99 and are marked by (1) Handout, (2) Chapter and (3) order numbers in the chapter. (Example: Handout II.2 would be the second (2) handout in Chapter II.) Handout numbers are found in the upper right hand corner of the page. Prepare a packet for each participant which would include one copy of each handout.

Transparencies

Transparency Masters are found on pages 103-154 and are numbered much the same as Handouts except that they are represented by Trans. (Example: Trans. III.5 would be the fifth (5) transparency in Chapter III). Transparency numbers are found in the upper right hand corner of the master. An index of the transparencies may be found on pages 100 to 102. Transparencies should be copied on a carbon producing copy machine before thermofaxing.

The techniques listed below will help you use the transparency more effectively:

1. While you are projecting a transparency, consider writing on it with a nonpermanent, felt-tip pen. Place arrows, lines, circles, etc. on a blank cover sheet (which may later be wiped off). This will allow you to keep a clean original.
2. When you are not using your transparencies, you should turn off the overhead projector. The audience will then pay full attention to you, and will not be bothered by the bright light on the screen.
3. This technique of an off/on overhead projector tells the audience immediately where to focus their attention.
4. You should stand in the middle of your audience. The projector screen should be placed at an angle of 20 degrees to 45 degrees to either side of your audience.
5. Overhead projectors were designed to be used in a room with normal or dim lighting. Avoid using them in a totally darkened room because the bright image disturbs the audience.
6. An effective technique for presenting your data is to slowly reveal what is on the chart you are presenting. Move a sheet of paper down the transparency, uncovering the words as you discuss the specific items. This "slow-reveal" approach is particularly effective when used with all-text graphs.

Lectures

Chapters I, II and III are content areas which lend themselves to lecture. However, to avoid intense content, visuals and discussion have been interspersed. Care should be taken to keep these chapters as interesting as possible by using changes in pace and in media, as well as application techniques. It is very important for the workshop leader to have a thorough familiarity with the content of both the Resource Guide and this Training Handbook prior to delivering the workshops.

A helpful hint for the workshop leader might be to highlight the transparency boxes via a color code. This will draw attention to the appropriate time to introduce each transparency.

Ordering Handbooks

Well in advance of the workshop, at least four weeks, order a Resource Guide for each workshop participant from:

Garrett Park Press
P.O. Box 190F
Garrett Park, MD 20896

ISBN Number 0-912048-41-7

Library of Congress Number 86-081641

\$14.00 prepaid

15.00 billed

Speakers

You may choose to have more but at least two speakers are recommended for the workshop. Invite:

- a representative from SOICC who will discuss functions of the State Occupational Information Coordinating Committee (Chapter IV).
- the State Supervisor of Guidance from the State Department of Education, Guidance Division to discuss efforts to improve counselor preparation in the use of career, occupational, and labor market information (Introduction).

If the speaker is present at the first workshop, videotape that presentation so it can be used at your subsequent workshops should that person be unable to attend. If these people are not available, ask that they videotape a 10-minute presentation to be used in their absence; keep the videotape available for later use.

WORKSHOP PREPARATION CHECKLIST

Six weeks before workshop:

- _____ Become familiar with the Resource Guide and Training Handbook
- _____ Establish time and place for workshop and make arrangements.
- _____ Determine what groups should be invited to attend workshop and develop a mailing list.
- _____ Develop promotional materials.
- _____ Develop workshop application form.
- _____ Send notification and application forms to prospective participants.
- _____ Order a Resource Guide for the anticipated number of workshop participants (address on page 6).
- _____ Determine resource materials participants will review for activity on page 48; order and/or collect.

Contact speakers:

- _____ State Supervisor of Guidance*
- _____ State Occupational Information Coordinating Committee (SOICC) representative.*

Three weeks before workshop:

- _____ Send follow-up letter to confirm each speaker's date, time, place, content of presentation, and length of presentation.

At least one week before workshop:

- _____ Develop workshop content from outline provided.
- _____ Make transparencies from supplied masters (pages 103-154).
- _____ Determine approximate number of workshop participants.
- _____ Reconfirm speakers' arrangements.
- _____ Reconfirm location arrangements.

Make copies of handouts (one copy for each participant) pages 77-99 and the agenda (to be developed by workshop leader):

- _____ Pre-test (if used) (1) (page 98).
- _____ FBI-LMI Investigation (1) or Scavenger Hunt (1)
- _____ Chapter I (3)
- _____ Chapter II (3)

_____ Chapter III (2)
_____ Chapter IV (2)
_____ Chapter V (6)
_____ Chapter VI (3)
_____ Post-test (1)
_____ Workshop Feedback (1)

_____ Determine if refreshments for breaks will be provided. Make arrangements.

Arrange for the following equipment and person:

_____ TV monitor
_____ Overhead projector
_____ VCR
_____ Camera (if presentations are to be recorded)
_____ Camera operator
_____ Screen
_____ Chalkboard
_____ Writing pad or flip chart with easel

After the workshop:

_____ Tabulate feedback information.

_____ Compile a list of names and addresses of participants.

(*If these speakers are not available ask them to videotape a presentation.)

SUGGESTED WORKSHOP FORMAT--6 HOURS--(Full Day)

Competency Test (Pre-test)	5 min.
Introduction	
Workshop Overview by Workshop Presenter	5 min.
State Supervisor of Guidance Presentation*	10 min.
Scavenger Hunt or FBI-LMI Investigation	15 min.
I. Career Development Theories	
Transparencies, discussion, application	45 min.
II. LMI - What Is It? How Does It Relate to Counseling?	
Lecture, transparencies, discussion questions	50 min.
III. Sources and Systems of LMI	60 min.
Lecture, transparencies, worksheets, application	
IV. Resources and Products of LMI	
Checklist; SOICC presentation* (10 min.)	50 min.
V. LMI Practical Uses	
Case study, group task, group reports	60 min.
VI. Professional Plan of Action -- three-year plan	
Transparencies, discussion, handouts	50 min.
Competency Test (Post-test)	10 min.
Workshop Feedback	10 min.

*If this person is not available, arrange to videotape a presentation.

SUGGESTED WORKSHOP FORMAT - 3 HOURS--(Half Day)

Introduction	
Workshop Overview by Workshop Presenter	5 min.
State Supervisor of Guidance Presentation*	10 min.
I. Career Development Theories	
Discussion (5 theories), transparencies, application	25 min.
II. LMI - What Is It? How Does It Relate To Counseling?	
Lecture, transparencies, discussion questions	25 min.
III. Sources and Systems of LMI - SOICC Presentation*	30 min.
IV. Resources and Products of LMI	
Checklist, SOICC Presentation*	30 min.
V. LMI Practical Uses	
Case studies, group task	25 min.
VI. Professional Plan of Action -- one-year plan	
Transparencies, discussion, handouts	30 min.

*If this person is not available, arrange to videotape a presentation.

PART II

WORKSHOP FACILITATOR'S PROCEDURES

FOR PRESENTING

THE RESOURCE GUIDE

WORKSHOP INTRODUCTION

GOALS:

1. TO INTRODUCE WORKSHOP LEADER TO PARTICIPANTS AND TO EACH OTHER.
2. TO INTRODUCE CONTENT OF WORKSHOP TO PARTICIPANTS.

:	ACTIVITY	:
:		:
:	Workshop leader will introduce self. Each participant will introduce	:
:	himself or herself and briefly describe background. The workshop	:
:	leader may want to record the first name of each participant, where	:
:	each is from, and his or her job title to be posted for help in	:
:	becoming acquainted.	:

:	ACTIVITY	:
:		:
:	Give each participant a copy of <u>Using Labor Market Information</u>	:
:	<u>in Career Exploration and Decision Making: A Resource Guide.</u>	:
:	Refer participants to the Table of Contents and indicate that the	:
:	workshop content will center around these six chapter topics:	:
:	- Labor market information and career counseling (Chapter I)	:
:	- Concepts and applications (Chapter II)	:
:	- Sources and systems (Chapter III)	:
:	- Resources and products (Chapter IV)	:
:	- Labor market information in career counseling (Chapter V)	:
:	- A professional plan of action (Chapter VI)	:

:	ACTIVITY	:
:		:
:	As an ice breaker, introduce either the FBI-LMI Investigation, Handout	:
:	Introduction 1, or the Scavenger Hunt, Handout Introduction 2. Or,	:
:	do the FBI-LMI Investigation at the coffee break time, using that time	:
:	as a working break. Allow 10 minutes for either activity. Correct	:
:	responses for the Scavenger Hunt, Handout Introduction 2, are: 1.8;	:
:	2.NOICC; 3.National Occupational Information Coordinating Committee;	:
:	4.I; 5.III; 6.IV; 7.134-136; 8.82-86; 9.Professional Development,	:
:	Information Development, Community Development; 10. (Depends on State -	:
:	check pages 258-262); 11.267; 12. Acronyms.	:

CHAPTER I

UNDERSTANDING CAREER DEVELOPMENT AND THE USE OF CAREER AND LABOR MARKET INFORMATION IN CAREER COUNSELING

:Trans. I.1:

CHAPTER GOALS: (Resource Guide, p. 7)

1. GAIN AN UNDERSTANDING OF CAREER DEVELOPMENT THEORY AND WHY IT IS IMPORTANT.
2. GAIN AN UNDERSTANDING OF HOW CAREER DEVELOPMENT EVOLVES OVER THE LIFE SPAN OF EACH INDIVIDUAL.
3. GAIN AN UNDERSTANDING OF HOW TO USE LABOR MARKET INFORMATION TO ASSIST INDIVIDUALS IN THEIR CAREER DEVELOPMENT.
4. GAIN AN UNDERSTANDING OF HOW TO USE LABOR MARKET INFORMATION IN CAREER COUNSELING.
- * GAIN AN UNDERSTANDING OF BIAS-FREE CAREER COUNSELING. (This material is not included in the Resource Guide; see pages 33 to 36 in the Training Handbook for this material.)

CONTENTS:

In the Resource Guide
refer to pages:

Changing Ideas About Career Development	9-11
Career Development Theories	11
Structural Theories	12-19
Trait Factor	12-13
Holland's Theory of Vocational Personalities and Work Environments	13-17
Socioeconomic Systems	17-19
Developmental Theories	19-34
Ginzberg's Theory of Occupational Choice	22-23
Super's Theory of Career Development	23-26
Adult Career Development Theory	26-29
Decision-making Theory	29-31
Krumboltz's Theory of Social Learning	31-32
Cognitive-behavioral Theory	32-34
Career Development Theories and Career Counseling	34-38
Process of Career Counseling	35-38
Using Career and Labor Market Information in Career Counseling	39-42

: Presentation Method: Lecture, Transparencies, Discussion :

: ACTIVITY :
: Suggest that participants use Handout I.1 for reviewing goals and note :
: taking. :

: Note: :
: It is assumed that workshop participants have already studied career :
: development and career decision making theory; therefore, the workshop :
: will be limited to reviewing highlights of these theories. Supplement :
: according to participants' needs. Decrease time allotment for theory :
: presentations if more time is needed elsewhere. :

:Trans. I.2:

Changing Ideas About Career Development: (Resource Guide, pp. 9-11)

Before 1950 - Attention focused on just the occupational aspects of the transition from school to work with little thought given to the individual.

1950's - Vocational development described as a broadened view of occupational choice and the many factors influencing it.

1960's - "Career" and "career development" became popular and broader terms, and knowledge about human development increased dramatically.

1970's - Career development became known as one aspect of human development with the career concept becoming the basis for organizing and interpreting the impact that the role of work has on individuals over a lifetime.

1980's - Career development should encompass the concept of life roles, settings and events; it includes personal choices - occupation, education, personal and social behavior, learning how to learn, social responsibility and leisure time activities. This is related to an individual's total life-style.

:Trans. I.3:

Many theories of career development evolved: (Resource Guide, p. 11)

2 types:

(1) Structural Theories focus on individual differences--the structure of a person's characteristics as they influence career behavior.

(2) Developmental Theories focus on intraindividual differences across the life span--on how individual's grow and develop.

Why do we need to understand career development theories?

One reason is to help clients understand themselves and where they are.

Let's use Bo as an example.

: ACTIVITY :
: Using Handout I.2 as we proceed through a number of career development :
: theories, think about Bo. How does Bo's situation fit into each theory? :

SOME CAREER DEVELOPMENT THEORIES

:Trans. I.4:

STRUCTURAL THEORY

A. TRAIT FACTOR (Resource Guide, pp. 12-13)

Basic Premises:

1. Each individual has a unique pattern of traits that can be accurately and reliably measured.
2. Each occupation has a unique pattern of measurable trait requirements.
3. An individual's traits can be matched with job traits.
4. The closer the match the greater the productivity and satisfaction of the person.

: Discussion: Thinking about this theory, discuss Bo's situation. :

A STRUCTURAL THEORY

:Trans. 1.5:

B. HOLLAND'S THEORY OF VOCATIONAL PERSONALITIES AND WORK ENVIRONMENTS

: Suggest that workshop participants refer to pages 13-17 in the Resource :
: Guide as you outline Holland's Theory on the chalkboard. :

Basic Premises:

People can be categorized by personality types:

[P=People I=Ideas T=Things D=Data]	<u>Abilities</u>	<u>Values</u>	<u>Jobs</u>
Realistic	T mechanical athletic	money power status	engineering skilled trades agriculture technical fields
Investigative	I mathematical scientific	less conventional attitudes	science math technical careers
Artistic	I artistic aptitudes musical	aesthetic qualities less importance on political or material matters	music literature drama creative fields
Social	P helping and understanding skills	social activi- ties social problems interpersonal relations	teaching social welfare helping vocations
Enterprising	P power and leadership roles	political and economic goals	sales supervision of others leadership vocations
Conventional	D clerical numeric	business and economic achievement material possessions status	accounting business computational secretarial clerical

:Discussion: Which of the personality types best describes Bo? :
: :
: How will this description assist Bo in the decision making :
: process? :

A STRUCTURAL THEORY

:Trans. I.6:

C. SOCIOECONOMIC SYSTEMS (Resource Guide, pp. 17-19)

Basic Premises:

Influences on occupational choice include:

- occupation and income of parents
- education of parents
- sex
- race
- ethnic group
- religion
- place and type of residence
- family stability
- size of family
- birth order
- value of peers
- school environment
- community

An individual's vocational choice is the result of the interactive impact of the culture, the society in which he or she lives, and upon the goals or objectives he or she learns to value.

Some people follow the course of least resistance in their educational and vocational lives.

: Discussion: How would you go about determining which of the above :
: influences might have had an impact on Bo's first :
: career choice? :
: :
: Which are still important to Bo as he decides on a :
: new occupational choice? :
: :

A DEVELOPMENTAL THEORY

:Trans. I.7:

A. GINZBERG, GINSBURG, AXELRAD, & HERMA'S THEORY OF OCCUPATIONAL CHOICE (Resource Guide, pp. 22-23)

Basic Premises:

1. Occupational choice is a developmental process that typically takes place over a period of 10 to 15 years.
2. The process is largely irreversible.
3. Occupational choice ends in a compromise between interests, capabilities, values and opportunities.
4. Three periods of occupational choice:
 - fantasy (0 to 11 years) -- can do whatever he or she wants
 - tentative period (11 to 17 years) -- choices not based on reality
 - interests (11 to 12 years) -- choices based on interest
 - capacity (13 to 14 years) -- recognizes need to test capacity
 - values (15 to 16 years) -- values now override interests and capacities
 - transition (17 years) -- all three considered but not reality
 - realistic (17 years to young adulthood)
 - exploration -- options are checked out
 - crystallization -- choice with compromise made
 - specification -- choice delimited and final commitment made
5. Factors influencing occupational choice are: values, emotions, education and the impact of reality through environmental pressures.

In 1972, Ginzberg presented a major restatement:

- Occupational choice, once thought of as coming to closure during young adulthood, is now seen as extending over a person's working life.
- The concept of irreversibility has been modified; career changes can and do take place over one's working life.
- Emphasis now was placed on occupational decision-making as a lifelong dynamic process.

Ginzberg states: "Occupational choice is a lifelong process of decision making in which the individual constantly seeks to find the optimal fit between career goals and the realities of the world of work."

Because career development occurs throughout the life span, career counseling, career exploration, and career decision-making assistance should be available to individuals of all ages and all circumstances.

: Discussion: According to this theory, what factors can you use to :
: assist Bo? :

A DEVELOPMENTAL THEORY

:Trans. I.8:

B. SUPER'S THEORY OF CAREER DEVELOPMENT (Resource Guide, pp. 23-25)

Basic Premises:

1. People differ in abilities, interests, and personalities.
2. Each person qualifies for a number of occupations.
3. Each occupation requires certain abilities, interests and personality traits; some variety of occupations exists for each individual and some variety of individuals in each occupation are available.
4. Vocational preferences, competencies, situations and self-concepts change with time and experience, although self-concepts are fairly stable from late adolescence until late maturity, making choice and adjustment a continuous process.
5. These changes (life stages) are characterized as: growth, exploration, establishment, maintenance, and decline.
6. One's career pattern is determined by the individual's parental socioeconomic level, mental ability, personality characteristics and by opportunities to which one has been exposed.
7. Development through life stages can be guided by facilitating the maturing of abilities and interests and by the development of self-concepts.
8. Career development is essentially developing and implementing self-concepts, a compromising process of the interaction of inherited aptitudes, physical make-up, playing various roles, and evaluation as to the results which such role playing meets with the approval of superiors and fellows.
9. A synthesis of, or a compromise between individual and social factors, between self-concept and reality, is one of role playing whether the role is played in fantasy, in the counseling interview or in real-life activities such as classes, clubs, part-time work and entry jobs.
10. Work satisfactions and life satisfactions depend on the extent to which the individual finds outlets for abilities, interests, personality traits, and values.
11. The degree of satisfaction people attain from work is proportionate to the degree to which one implements self-concepts.

12. Work and occupation provide a focus for personality organization for most men and many women, although for some persons this focus is peripheral, incidental, or even nonexistent, and other foci (leisure, homemaking) are central.

: Note: :
: You may want to refer to Super's Life-Career rainbow on p. 25 of the :
: Resource Guide. :
: :

: Discussion: How can you help Bo identify the factors that have :
: influenced his career path to the present? :
: : :
: How do you help Bo list options he could "check-out" and :
: identify any compromises he might be willing to make? :
: :

A DEVELOPMENTAL THEORY

:Trans. I.9:

C. ADULT CAREER DEVELOPMENT (Resource Guide, pp. 26-29)

Basic Premises:

Adult career development theories can be considered as stretching along a continuum, depending upon whether or not they explain adaptive career behavior by chronological age, life stages, the life span, individual idiosyncrasies or transitions.

Chronological Age -

Men and women continue growing up from ages 18 to 50
Predictable crises at each step
The steps are the same for both sexes
Developmental rhythms are not the same for both sexes
We can use each crisis to stretch to our full potential.

Life Stages -

Young adult	Intimacy vs. isolation
Middle age	Commitment to and caring for next generation vs. stagnation
Maturity	Belief that one's life has purpose vs. despair

Life Span -

Developmental change and aging form a continual process not limited to any stage in life.
Change occurs in various interrelated social, psychological, and biological domains of human behavior and functioning.
Life course development is multidetermined.

Individual Idiosyncrasy:

Life cycle is more than an invariant sequence of stages with single predictable outcomes.
Lives are full of surprises.

Transitions:

Factors that influence adaptation to transition:
- positive or negative; expected or unexpected
- amount of family and institutional support
- age, health and values
(Schlossberg's Model is shown on p. 28 of the Resource Guide illustrating transitions for adults).

: Discussion: As a counselor, how can you help Bo see what is happening :
: to him, according to this theory? :

D. DECISION-MAKING THEORY

Basic Premise:

Three models of decision-making are presented:

:Trans. I.10:

Model 1. Dudley and Tiedeman

Career development is a continuous process with critical decision points: selection of an entry job for the first time, a change of jobs, or a change in educational plan (Dudley & Tiedeman).

1. Anticipation Period - Individual's preoccupation with steps and details of making a decision.

Exploration Stage

- Aware of problem
- Lack information of self and occupation
- Not motivated to explore options

Crystallization Stage

- Identify alternatives
- Cost and benefit of goals considered
- Values are hierarchically arranged
- No commitment made publicly

Choice Stage

- Motivation toward choice determined by certainty that is related to thoroughness of decision process
- Relief from anxiety begins

Clarification Stage

- Image of future becomes more accurate and elaborate
- Removes doubts
- Details are made more explicit

2. Accommodation Period - The change from imagination and choice to implementation and reality-based adjustments that occur between self and external reality, once a choice is made and implemented.

Induction Stage

- Reality contact with work environment
- Identification of self with work environment
- Acceptance by group

Reformation Stage

- Assertively involved in group
- Tries to bring group's values more in line with self values
- Stronger sense of self than group

Integration Stage

- Differentiation in identification achieved
- Synthesis of self and group
- Successful image of self and group considers one successful

Model 2. Gelatt, Varenhorst, Carey and Miller

: Trans. I.11 :

1. Examination and recognition of personal values (the deciding self)
2. Knowledge and use of adequate, relevant information (before deciding)
 - possible alternative actions
 - possible outcomes (consequences of actions)
 - probability of outcomes (relationship between actions and outcomes)
 - desirability of outcomes (personal preferences)
3. Knowledge and use of an effective strategy for converting this information into action

Model 3. Career Skills Assessment Program of the College Board

----- :Trans. I. 12: -----	Steps	Examples
	1. Define the problem.	"What should I do the year after I graduate from high school?"
	2. Establish an action plan.	"I'll spend 10 hours between now and December 15 investigating possibilities."
	3. Clarify values.	"What's important to me is to train for a job that will bring me into daily contact with many different people."
	4. Identify alternatives.	"I'll list possibilities: (1) attend the community college, (2) work a year first, (3)..."
	5. Discover probable outcomes.	"I'm going to talk with a number of people who are now doing the kind of work I like and see how they got started."

7. Start action.

"By January 15, I'll apply to three colleges that have work experience programs."

33

A DEVELOPMENTAL THEORY

:Trans. I. 13:

E. KRUMBOLTZ'S THEORY OF SOCIAL LEARNING (Resource Guide, pp. 31-32)

Basic Premises:

- Career decision-making is influenced by genetic endowment, environmental conditions and events, and learning experiences.

Three main categories of learning are:

Reinforcement - certain behaviors, attitudes and decisions rewarded by self, others or the environment

Modeling - seeing another person engaging in certain behaviors and consequently being rewarded for like behaviors

Contiguous - certain behavior coincides with a reward or a pairing punishment so that consequently that behavior is later approached or avoided.

- Interests are a consequence of learning, and learning, not interests, is what leads people to make occupational choices.
- The process of career planning and development is one in which a change in learning will produce a change in preferences and interests.
- Occupational undecidedness is an information deficit, not a sign of immaturity.

:Discussion: How would you help Bo identify his "rules" (social learning), :
: how he formed them and how they affect his career decision :
: making? :

A DEVELOPMENTAL THEORY

:Trans. I.14:

F. COGNITIVE-BEHAVIORAL THEORY (Resource Guide, pp. 32-34)

Basic Premises:

Cognitive developmental theories are built around:

1. Structural Organization. Individuals are seen as active interpreters of their environment. Changes in an individual's cognitive structures must take place before changes in behavior can occur.
2. Developmental Sequence. Individual development progresses through a fixed sequence of hierarchical stages:

Dualism - Simplistic thinking with reliance on external factors to control decisions.

Multiplicity - Individual accepts a decision-making process provided by a counselor.

Relativism - Individual sees self as being primarily responsible for decision-making process.

Commitment - Career identity and self-identity become
Within closely related. Values, thoughts and
Relativism behaviors become more consistent.

3. Interactionism. Development is seen as the result of an interaction between persons and their environment. Growth comes when individuals are confronted by stimuli from the environment which their cognitive constructs cannot handle. This causes dissonance. People then change cognitive structures to accommodate greater complexity.

: Discussion: How would you identify Bo's structural organization? :
: :
: What would be his next step? :

Career Counseling- A one-to-one or small group relationship between a client and a counselor with the goal of helping the client integrate and apply an understanding of self (intuition) and the environment (facts) to make the most appropriate career decisions and adjustments.

Labor Market Information - Body of knowledge that describes and interprets the demographic and socioeconomic activities related to labor market functions.

ACTIVITY

: Look at page 35 of the Resource Guide. Let's progress through this
: process together. Please add your own thoughts to this process as we
: go along. It may be helpful to keep Bo in mind as the client.

- I. Client goal or problem identification, clarification, and specification
 - A. Establishing a client-counselor relationship including client-counselor responsibilities
 - B. Gathering client self and environmental information to understand the client's goal or problem
 1. Who is the client?
 - a. How does the client view himself/herself, others, and his or her world?
 - b. What language does the client use to represent these views?
 - c. What themes does the client use to organize and direct his or her behavior based on these views?
 2. What are the client's current status and environment?
 - a. Client's life roles, settings, and events
 - b. Relationship to client's goal or problem
 - C. Understanding client self and environmental information by sorting, analyzing, and relating such information to client's goal or problem through the use of:

1. Career development theories
 2. Counseling theories
 3. Classification systems
- D. Drawing conclusions--making diagnoses
- II. Client goal or problem resolution
- A. Taking action with interventions selected based on diagnoses
1. Counseling techniques
 2. Testing, personal styles analyses
 3. Career and labor market information
- B. Developing an individual career plan
- C. Evaluating the impact of the interventions used: Did they resolve the client's goal or problem?
1. If goal or problem was not resolved, recycle.
 2. If goal or problem was resolved, close counseling relationship.

:Trans. I.15:

Career Development Theories and Career Counseling (Resource Guide, pp. 34-38)

- Career development theories assist in understanding human behavior.
- Theories aid the counselor with searching for clues and ideas to identify, clarify and specify the client's goals and problems.

:Trans. I.16:

Using Career and Labor Market Information in Career Counseling (Resource Guide, pp. 39-42)

A complete program would include:

- tests and test results
- personal data

- career and labor market information
- counseling techniques

(The following material is not from the Resource Guide. See Addendum to this Chapter on pages 33 to 36).

Bias-Free Career Counseling

A. This counseling is two-fold:

1. Sex and ethnic stereotyping may affect counselor's professionalism.
2. Clients need to acquire competencies to deal with effects of stereotyping.

:Trans. I.17:

B. Counseling Women

1. Issues involved:
 - a. Women's career development is more complex than men's
 - b. Women's career development patterns are hindered by:
 - (1) choice unrealism
 - (2) coerced choice
 - (3) career undecidedness
 - (4) lack of career orientation
 - c. Information aids still suggest sex stereotyping
 - d. Socially-conditioned sex-role biases persist

:Trans. I.18:

2. Recommended action to improve sex-fair counseling techniques:
 - a. Expand knowledge about women's employment
 - b. Supplement stereotyped printed materials with active information gathering
 - c. Practice "damage control"
 - d. Resolve own sex-role conflicts to serve as role model
 - e. Use innovative counseling techniques:
 - (1) Sex roles analysis
 - (2) Upend clients' expectations
 - (3) Analyze clients' needs hierarchies

:Trans. I.19:

C. Counseling Minorities

1. Issues involved for understanding the minority dilemma:
 - a. Family conformity is very strong
 - b. The stigma of being labeled "minority" interferes with decision making
 - c. Although illegal, discrimination continues
 - d. Role models are lacking
 - e. Minorities often see a job as a means to an end - emphasis is on the family
 - f. Lack of information about benefits of career counseling such as:

- :Trans. I.20:

- | ACTIVITY | |
|---|--------------------|
| Use Handout I.3 to renew an awareness of the need for counselors to persist in counseling for equity. Suggest at the completion of the activity that: | |
| 8 or 9 "yes" answers | Excellent |
| less than 8 "yes" answers | Improvement needed |

ACTIVITY

In groups of three or four, each person is to summarize factors that significantly influenced his or her career development.

- 39
32

ADDENDUM TO CHAPTER 1

BIAS-FREE CAREER COUNSELING

Compiled by Dr. Frank Burtnett, Executive Director, American Association for Counseling and Development (AACD)

Counselors assisting students and clients with career exploration and decision-making today need to develop their own awareness and sensitivity of how sex and ethnic stereotyping may affect their own professionalism. Counselors also need to assist their clients to acquire competencies to deal with the effects of stereotyping as it may persist in the real world in which clients seek to make their careers.

Counseling Women¹

Some of the specific issues counselors should address in dealing with sex stereotyping are as follows:

1. Women's career development is more complex than men's. Their career patterns often diverge during the transition from completion of formal education to career entry due to marriage and family expectations.
2. Women's career development patterns often are hindered by the following factors:
 - a. Choice unrealism - due to poor self-esteem and lack of information about the labor market and their own abilities, many women choose careers for which they are overqualified.
 - b. Coerced choice - lacking assertiveness, women choose careers to fulfill the wishes of others or to meet extrinsic factors in the absence of any interest in the tasks required.
 - c. Career undecidedness - after a life of protectedness and societal conditioning to yield to the wishes of others, many women show great anxiety over making decisions.
 - d. Lack of career orientation - because many girls and young women are not encouraged to think of themselves as being employed for much of their adult lives, they may not consider any career other than motherhood.
3. Due to the inadequacies of information and measurement techniques, many counseling and information aids may continue to suggest sex-stereotyped "traditional" interests and occupations.
4. Counselors may have developed their own socially-conditioned sex-role biases, including the idea that marriage/motherhood and career involvement are mutually exclusive career roles for women.

¹The discussion on "Counseling Women" is taken from "Career Counseling Women: Principles, Procedures, and Problems" by Louise F. Fitzgerald in Adult Career Development: Concepts, Issues and Practices, edited by Zandy Leibowitz and Daniel Lea (Alexandria, Virginia: American Association for Counseling and Development), 1985.

Recommended actions for counselors to develop their own sex-fair counseling techniques include:

1. Expand their knowledge about women's employment (the average woman is employed for 27 years; diverse jobs are available; etc.).
2. Use active information gathering (for example, interviews) to supplement stereotyped printed materials.
3. Learn to practice "damage control" to deal with the effects of a lifetime of sex-stereotyped socialization. Assist clients to develop marketable skills to fall back on if and when they are required to enter the work world.
4. Counselors must resolve their own sex-role conflicts to serve as appropriate role models in a sex-fair counseling relationship. This may include situations in which males give permission for their female clients to explore the work world without losing approval, thus modeling an egalitarian relationship for the female client.
5. Innovative treatment techniques that can be used in a therapeutic counseling relationship in counseling indecisive or unrealistic female clients include:
 - a. Sex-role analysis - comparing and contrasting the costs and benefits of traditional versus nontraditional career roles.
 - b. Upending clients' expectations - changing the clients' frames of reference by discussing and reinforcing nontraditional career options consistent with clients' abilities and interests.
 - c. Analyzing clients' needs hierarchies - assisting clients to understand how they are meeting their lower-order physiological and safety needs according to Maslow's needs hierarchy, and then developing treatment plans targeted to moving toward higher-order needs, including self-actualization.

Counseling Minorities²

Some of the specific issues counselors should address in assisting minorities with career exploration and decision making are as follows:

1. For minorities, family conformity is often very strong and separation from the families may not occur until the 30's.
2. Minorities' concern with the stigma of being labeled as a minority group member by society can interfere with good decision-making and result in a negative self-image.

²The discussion of "Counseling Minorities" is taken from "Career Development and the Ethnic Minority" by Anita Hughes and Barbara Smith in Adult Career Development: Concepts, Issues and Practices edited by Zandy Leibowitz and Daniel Lea (Alexandria, Virginia: American Association for Counseling and Development), 1985.

3. Although it is illegal, discrimination does continue in work environments, testing, counseling and placement.
4. Many career role models are underrepresented in minorities' cultures. Further, minorities' cultures, languages, and lifestyles may differ from the counselor's own.
5. For many minorities, career saliency--involvement with work--is different. A job is a means to an end only, and the emphasis is on family and avocation.
6. Many minorities lack information about the purpose and availability of career counseling services. However, the expected benefits to minorities of career counseling include:
 - a. Becoming aware of the relationship between maturity and developing aspirations, values, and potential.
 - b. Developing a sense of worth, purpose and direction in life.
 - c. Becoming a part of, rather than apart from, society.
 - d. Developing security and legitimization in relation to the norms of achieving adults.
 - e. Becoming fully capable to perform life's roles more effectively.
 - f. Becoming aware of one's individuality apart from one's environment.

Recommended actions for counselors to develop their own bias-free counseling techniques include:

1. Develop a knowledge of minorities' environment to show understanding and acceptance of the home situation.
2. Become aware of own verbal and nonverbal behaviors.
3. Become aware of the status and values implied and normalized in minority environments by career success.
4. Be cognizant of minorities' cultural emphasis on material rewards.
5. Avoid believing that minorities need "corrective" measures to be successful in nontraditional careers.
6. Develop awareness of counselor's own expectations/attitudes/biases and how they influence their career counseling with members of minority groups.

Client Competencies³

Clients who have received bias-free career counseling should be able to respond positively to the following statements:

Category: Understanding How Being Male or Female Relates to Job and Careers.

1. I know about jobs that are usually filled by the opposite sex, but are available to both sexes.
2. I can take courses appropriate to my career choice, even though most often taken by the opposite sex.
3. I can handle adult disapproval, hostility or opposition if I have an interest in, or choose, a course usually chosen by the opposite sex.
4. I can handle kidding or tormenting from other students if I have an interest in, or choose, a course usually taken by the opposite sex.
5. I know how to get along with members of both sexes on the job.
6. I understand how being male or female affects my career choice.

Category: Understanding and Getting Along with Others.

1. I can understand others.
2. I can get along with my family.
3. I know good ways of communicating feelings.
4. I can develop close and lasting friendships.
5. I can accept others as well as be accepted by them.
6. I respect other people whose views differ from mine.
7. I can talk to someone when I need to.

³The "Client Competencies" section is taken from "Missouri Comprehensive Guidance: A Model for Program Development and Implementation".

CHAPTER II

UNDERSTANDING THE LABOR MARKET: CONCEPTS AND APPLICATIONS

:Trans. II.1:

CHAPTER GOALS: (Resource Guide, p. 51)

1. DEVELOP AN UNDERSTANDING OF ECONOMIC PRINCIPLES RELEVANT TO LABOR MARKETS.
2. DEVELOP AN UNDERSTANDING OF HOW THE LABOR MARKET OPERATES.
3. DEVELOP AN UNDERSTANDING OF BASIC CONCEPTS IN ECONOMIC THEORY.
4. DEVELOP AN UNDERSTANDING OF HOW ECONOMIC THEORY AND LABOR MARKET INFORMATION CAN BE USED IN CAREER COUNSELING.

CONTENT:

In the Resource Guide
refer to pages:

Basic Model of the Labor Market	53-55
The Supply Concept	55-60
The Demand Concept	60-63
Hiring Practices: Labor Markets	63-65
The Creation of New Jobs	65-66

: Presentation Method: Lecture, Transparencies, Discussion :

: ACTIVITY :
: Suggest that participants use Handout II.1 for reviewing goals and note :
: taking. :

A. The Basic Model of the Labor Market (Resource Guide, pp. 53-55)

:Trans. II.2:

1. Descriptive economics is an explanation of economic life and how people behave with respect to making a living.

:Trans. II.3:

2. Analytical economics is based on careful reasoning as to how people would behave if the following assumptions were true:
 - a. People:
 - (1) Are rational in their behavior.

- (2) Seek the greatest benefit to themselves from their economic actions whether the benefit is in tangible monetary returns or in utility.
 - (3) Have perfect knowledge of the market and of the behavior of everyone else in the market.
 - (4) Believe the market is competitive and free, that is, no participants have overwhelming market power such as monopolies.
3. In defense of economics and the reality of the assumptions on which it is based, one may make three points:
- a. Even if the assumptions are not true for all people at all times, it is possible that they are true, or close to true, for enough people that things generally work out in the way theory predicts;
 - b. Modern economics recognizes and analyzes markets that are not entirely competitive;
 - c. The testing of theory against actual experience tends to keep it close to reality.
4. Under the assumptions just mentioned the following can be said:
- a. The number of workers employers want to hire decreases as the wage rises.
 - b. The number of workers willing to work for the employer increases as the wage rises.
 - c. At the wage level where the number of workers demanded equals the supply, (where the demand and supply curves intersect), there will be no more workers seeking jobs at the wage and no more vacant jobs; the market will be cleared.

:Trans. II.4: : Note to Leader: Be sure to use a pointer with this trans- :
----- : parency to indicate what the leader is describing. :

5. The location of the demand curve - the number of workers the employer (or employers) wants to hire at each wage level - is determined by the amount added to the firm's revenue by selling the product of each additional worker employed. It is determined by the productivity of the marginal worker, the last worker to be hired. The shape of the demand curve is affected by changes in such factors as the price of the product - which in turn is determined by demand and supply in the market for that product - and the cost of raw materials, machinery, power, and other purchases needed for the business.
6. The supply curve's location - the number of workers willing to work at each wage level - is determined by such factors as the size of the working age population, the cost of living and need for supporting a family, the investment each worker has to make in education and training to acquire the skills needed for the work, nonmonetary advantages and disadvantages of the job (e.g., working conditions, occupational hazards), and the availability of alternative job opportunities.

b. Geographic Segmentation

- (1) Commuting area - methods used to find workers are focused locally - newspaper, word of mouth, postings, etc.
- (2) National area - methods used to find workers are professional organizations or personal contacts.
- (3) Workers in choosing an occupation are choosing a way of life that includes geographic stability for some but a great deal of mobility for others.

ACTIVITY

: Participants are to identify occupations found in most communities as well
: as those found only in certain geographic areas. Give local examples.

c. Investment in Human Capital

- (1) High school graduate's decision
 - (a) College - cost including tuition, living expenses, four year's income - pay-off in forty years.
 - (b) Work - how much more will the graduate earn, will the differential change, how much interest would the investment have made, how much general/specific transferable training will be received on the job?

: Trans. II.6:

(c) Calculating the cost

ACTIVITY

Using Handout II.2 and Trans. II.6, illustrate the costs incurred for a college education. Questions to discuss after completing the Handout are:

1. What are some values gained from a college education that must be considered which cannot be measured in this calculation?
2. What differences would appear if the calculation were done for a medical specialist and a beginning newspaper reporter?

:Trans. II.7:

d. Backward-sloping Supply Curves

At low levels of wages, workers are willing to do more work for more pay. However, when wages and working hours reach a high

The backward-sloping curve may apply more to the hours each worker is willing to work than it does to the total number of workers in the supply. If wages generally increase more people are drawn into the labor force.

e. Effects of the Business Cycle on Labor Supply

- (1) Prosperous times - when jobs are easy to get the number of workers willing to work in a particular occupation at a given wage is less.
- (2) Hard times - when jobs are hard to get, the number of workers willing to work in a particular occupation at a given wage increases if this is the only job available.
- (3) Additional worker hypothesis - when the principal wage earner loses job other family members go to work.
- (4) Discouraged worker hypothesis - a worker becomes discouraged and stops looking for work.

:Trans. II.9:

- (1) Openings to replace people leaving are more numerous than openings created due to growth of employment.
- (2) Growth is not the only indication of employment opportunity.
- (3) More openings in large businesses than small ones.
- (4) The broader one's education and training the greater the opportunity for changing occupations.

C. The Demand Concept (Resource Guide, pp. 60-63).

A firm's demand curve for workers in a specific occupation is influenced by the amount of business the firm has, the technology of the productive process, and the firm's hiring practices.

:Trans. II.10:

1. Business Volume and Markets

The number of workers desired by the firm at various wage levels is affected by the amount of business the firm expects to do.

a. Future of employment opportunities

- (1) Demand for products or services - great or low
- (2) Cycles - boom or depression
- (3) Stable business - trade and nondurable goods (food, clothing and so forth).
- (4) Fluctuating businesses - durable goods, machinery, automobiles, metal products, and construction.
- (5) Foreign trade - exports/imports policies

b. Unemployment factors

- (1) Structural unemployment - imbalance exists between the kinds of workers needed and the kinds of people looking for work.
- (2) Frictional unemployment - unemployment associated with the delay [time] in finding a job and getting hired.
- (3) Seasonal unemployment - construction, farming, certain manufacturing, model changeovers, retail holidays.

2. Technology of the Production Process

a. Numbers and kinds of workers are determined by the technology each firm uses.

- (1) Machinery/process differences
- (2) Size of plant
- (3) Supply of occupations in local community

b. Occupational composition patterns change as the structure of the industry changes.

ACTIVITY
Select two industries to compare and contrast the technology used in each. Include the type of employees needed by each.

:Trans. II.11:

- Counselors should help minority and disadvantaged workers get into primary market jobs early and take advantage of training, promotions, and job security.

	ACTIVITY	
:		:
:	Using Trans. II.12 create, with participants, a job ladder to illustrate	:
:	a sample job category.	:

- (1) Growth of population - increases the demand for products, services and supply of workers.
- (2) Social changes - women entering work force causes greater demands for child care workers, labor saving appliances and restaurant workers.
- (3) Technological changes (i.e., computer) - creates need for builders and users

b. Old jobs and old occupations

- (1) New labor saving technology - reduces cost - consumers buy more; higher output per worker makes higher wages possible. Lower prices make it possible to compete in world markets.
- (2) Jobs are created in making new machinery, requiring different and often higher skills which tend to raise average wages.
- (3) As income rises, consumers spend more on products and services such as travel, education, entertainment, medical care, sporting and recreational goods.

c. Entrepreneurs

- (1) Require occupational skills, business or entrepreneurial skills, capital to invest or the ability to borrow it and willingness to take responsibility and risk.
- (2) Main fields for employment:

Retail trade, service businesses, construction and professional services are the main fields for self employment.

:	ACTIVITY	:
:	Group brainstorm: List on the chalkboard old jobs no longer in exis-	:
:	tence, present jobs, jobs for the future, old jobs which are coming back.	:

	ACTIVITY	
:	Discuss the validity of encouraging clients to become entrepreneurs.	:
:	Discuss when a client should or should not be encouraged to become an entrepreneur.	:

DRAWING IT ALL TOGETHER

ACTIVITIES

Select one activity for the three-hour workshop. Use both activities for the six-hour workshop.

1. Divide the participants into groups of 4 or 5 persons. Ask them to develop a plan of action for the following situation:
The director of vocational schools in your state is considering whether to introduce a training program for practical nurses or for medical record technicians. What information would you advise the director to obtain that might help in making a decision? After ten minutes, report back to the group with your plans.
2. The workshop leader will provide "help wanted" listings from the classified advertising section of your local newspaper. Determine what firms are hiring from the outside - the "external labor market." Emphasize that want ads typically list a very small per cent of the total job openings in an area. Identify the major occupations existing in the area that are not listed which may be filled from within each firm - the "internal labor market." Emphasize the importance of the "internal labor market."

Refer to page 67 in the Resource Guide for additional suggested activities.

CHAPTER III

EXPLORING LABOR MARKET INFORMATION SOURCES AND SYSTEMS

:Trans. III.1:

CHAPTER GOALS: (Resource Guide, p. 69)

1. PRESENT BACKGROUND INFORMATION ON WHERE FEDERAL AND STATE LABOR MARKET INFORMATION ORIGINATES.
2. DEVELOP AN UNDERSTANDING OF THE OPERATION OF A CAREER INFORMATION DELIVERY SYSTEM.
3. PRESENT BACKGROUND INFORMATION ON THE VARIOUS CLASSIFICATION SYSTEMS.
4. DEVELOP AN UNDERSTANDING OF THE CONCEPTS OF A CROSSWALK BETWEEN SOURCES OF INFORMATION.

CONTENT:

In the Resource Guide
refer to pages:

Major Federal Sources	71-72
Major State Sources	73-74
Career Information Delivery Systems	74-81
Nongovernmental Sources	82
Classification Systems and Crosswalk	82-87

: Presentation Method: Lecture, Transparencies, Handout, Group Discussion :

: ACTIVITY :
: Suggest that participants use Handout III.1 for reviewing goals and note :
: taking. :

A. Major Federal Sources (Resource Guide, pp. 71-72)

:Trans. III.2:

The primary source of labor market information is the Department of Labor. National labor market information (LMI) is developed by the Department of Labor's Bureau of Labor Statistics (BLS) and Employment and Training Administration (ETA). In addition, other Departments such as the U.S. Department of Education and the National Occupational Information Coordinating Committee (NOICC) produce both career and labor market information. Agencies working with NOICC are:

:Trans. III.3: Bureau of Labor Statistics (DOL)
----- Employment and Training Administration (DOL)
National Center for Education Statistics (DOE)
Office of Vocational and Adult Education (DOE)
Rehabilitation Services Administration (DOE)
Office of Bilingual Education and
Minority Language Affairs (DOE)
One agency within each of Departments of Commerce,
Agriculture, and Defense

: ACTIVITY :
: :
: As a group, discuss the types of information each agency might :
: produce. Begin the discussion with such questions as: :
: :
: 1. What kind of data would each agency gather? :
: :
: 2. How would that data be used in the agency? :
: :
: 3. How would that data be used as LMI? :
: :
: 4. How would the counselor use this LMI with a client? :
: :
: :

:Trans. III.4:

B. Major State Sources (Resource Guide, pp. 73-74)

It should be noted that not all LMI products are available in every state. Users should check with their SOICCs and the Research and Analysis units in their State Employment Security Agencies (SESAs). According to the U.S. Department of Labor, each state is likely to provide:

1. Annual planning information which includes historical, current, and projected information on employment, unemployment, occupational trends, the size and characteristics of the general population, the unemployed, the economically disadvantaged, and special target groups.
2. LMI newsletters provide information on current employment and unemployment with comparison figures for the previous month and year on the distribution of employment, hours, earnings and turnover by industry and on economic and industrial developments.
3. Occupational LMI
4. Special worker group publications
5. Affirmative action information
6. LMI research publications

7. Directory of labor market information

ACTIVITY

: Circulate copies of some of the above publications and discuss how or when :
: the information would be appropriately used with clients. These materials :
: are available through the SOICC director. :

C. Career Information Delivery Systems (Resource Guide, pp. 74-81)

1. Development of Career Information Delivery Systems

----- a. Expanded role of commercial publishers
:Trans. III.5:

- (1) Major publishers distribute significant information
- (2) Professional direction came from National Vocational Guidance Association's (NVGA) Criteria for the Development and Evaluation of Occupational Information (NVGA became National Career Development Association in 1985)

b. Expanded Role of Media

- (1) Film, filmstrip, audio tape, and videotape
- (2) Affective-type material dealing with attitudes about work and stereotyping by age, sex, and race

c. Expanded Role of Technology

- (1) Microfiche
- (2) Computer - mainframes and micros
- (3) Career information hotlines
- (4) Key-sorts
- (5) Card-sorts
- (6) Light-tables (used with key punch cards)

d. Expanded Role of Career Information

- (1) Shift in use of the term career information rather than "occupational," "vocational," or "educational."
- (2) Term career has an all encompassing, comprehensive and more life-span-oriented meaning.

ACTIVITY

: Discuss how the counselor would use each term with his or her clients - :
: one to one, and/or small/large groups. If you have examples of a, b, c, :
: above, provide time for participants to examine and review. :

2. A National Policy for Better Career Information

- a. U.S. Department of Labor funded grants for the development of better career information.
- b. Grants to nine states served as prototype for Federal Educational Admendments of 1976, creating the National Occupational Information Coordinating Committee (NOICC)
- c. Each state must have a state Occupational Information Coordinating Committee (SOICC) to receive Federal vocational education funds.
 - (1) Membership: state board of vocational education, state employment security agency, state employment and training council, vocational rehabilitation program, state economic development agency
 - (2) Congress' charge to the SOICCs
 - (a) Develop an Occupational Information System (OIS) charged with assimilating all the available occupational statistics, such as supply and demand data trends and information for educational and training program planners, legislators and others.
 - (b) Develop a Career Information Delivery System (CIDS) charged with providing current, accurate and relevant occupational information to all possible users in the state.

3. Statewide CIDS

- a. Goal: Have a positive influence on the process by which people select occupations by providing current, accurate, and locally relevant occupational, career and labor market information.
- b. Common factors
 - (1) Operate through a combination of state agencies and local users
 - (2) Provide a multimedia delivery system of information
 - (3) Contain a self-assessment component for career exploration
 - (4) Contain occupational and educational descriptions based on existing data
 - (5) Serve all age groups

:Trans. III.6 :

- c. Content: State CIDS
 - (1) Descriptive materials on specific occupations
 - (2) Information on training and other requirements

- (3) Wage and salary data
- (4) Related economic information
- (5) Localized data
- (6) Information is updated annually

:Trans III.7:

d. Content: Commercial CIDS

- (1) Include major occupational characteristics
- (2) Information on earnings or employment characteristics may not be consistent
- (3) Information is national in scope
- (4) Information based on Dictionary of Occupational Titles, Occupational Outlook Handbook, and Military Occupational and Training Data Tape

e. Specific objectives of the CIDS

- (1) Help students and clients learn about the range of career opportunities presently available and those that are likely to be available in the future
- (2) Help entrants to the labor force become aware of occupations they would find satisfying
- (3) Encourage people to seek out vocational information on their own
- (4) Help people learn about educational and training opportunities available for occupations that interest them
- (5) Support related programs, including career education, career and employment counseling, employment and training and educational planning

:Trans. III.8:

f. State CIDS characteristics

- (1) They deliver national, state and local career information to users.
- (2) They use, to the maximum extent possible, the pertinent data available through the Occupational Information System.
- (3) They sort and select occupations according to variables identified by the client.
- (4) They serve users in a wide variety of settings--for example, secondary schools, postsecondary institutions, libraries, job service offices, Job Training Partnership Act facilities, vocational rehabilitation centers throughout the state.

g. Status of the state CIDS

- (1) Offer state-specific occupational and educational information
- (2) Provide military files and national or local education

information

- (3) Delivery modes: on-line computers, microcomputers, printed materials, needlesort, microfiche, and a toll-free hotline.

:Trans. III.9:

- h. Career Information Delivery Systems - File/Means of Delivery (For ease of reading, refer participants to page 79 in Resource Guide).

:Trans. III.10:

- i. Summary of CIDS Program - example of file structure (For ease of reading, refer participants to page 81 in the Resource Guide).
- j. Future trends - the increasing proliferation of microcomputers in the schools should enhance the growth of state systems

D. Nongovernment Sources (Resource Guide, p. 82)

1. Chase Econometric Associates, Inc. - provides an analysis of major indicators affecting industrial activity
2. Data Resources, Inc. - provides analysts with a set of economic relationships specified at the state regional levels
3. The Merrill Lynch Economics Model - provides data on industrial economic activity, including employment, weekly hours and total person hours
4. Wharton Econometric Forecasting Associates Inc. - provides detailed industry forecasts of the National economy for a period of ten or more years

:Trans. III.11:

E. Classification Systems and Crosswalk (Resource Guide, pp. 82-87)

1. Classification Systems

- a. By Occupation - a group of similar jobs found in various organizations; it is made up of the tasks people perform in the workplace - Standard Occupational Classification (SOC) and Dictionary of Occupational Titles (DOT).
- b. By Industry - industry categories classify work by goods or services produced - Standard Industrial Classification (SIC).
- c. By Instructional Program - structured learning experiences designed to accomplish a predetermined objective or set of allied objectives - Classification of Instructional Programs (CIP).

d. Federal Classification Systems Products

- (1) Dictionary of Occupational Titles (DOT) - classifies by kind, level and environment of work performed; 20,000 occupational titles; uses a nine digit coding system.
- (2) Guide for Occupational Exploration (GOE) - provides information about the interests, aptitudes, adaptabilities, and other requisites of occupational groups.
- (3) The Standard Occupational Classification Manual - (SOC) - arranges all fourth edition DOT codes in homogeneous groups on the basis of work performed.
- (4) Standard Industrial Classification Manual- (SIC) - classifies each industry by its principal product or service.
- (5) Classification of Instructional Programs (CIP) - a reference to assist in the collection, reporting and interpretation of data about elementary, secondary, and higher education programs.

:Trans. III.12:

2. Crosswalk Definition -

- a. Crosswalk definition - a bridge to relate, cross-reference or cross code the diverse classifications; crosswalk designates the relationship between the various classifications.
- b. NOICC Crosswalk Approaches
- (1) The California Cross-Code Index which relates Census, DOT, and instructional program codes of U.S. Office of Education (USOE).
 - (2) Tomorrow's Manpower Needs-Supplement 3 which relates the same codes as the previous reference
 - (3) Vocational Education and Occupations which relates DOT and instructional program codes of the U.S. Office of Education (USOE).
 - (4) The interim edition of Vocational Preparation and Occupations relates Census, DOT, Occupational Employment Statistics, SOC, and USOE Codes.

	ACTIVITY
Using Handout III.2 and the <u>Resource Guide</u> , have participants search out the various LMI resources. Key for Handout: 1-d, 2-a, 3-e, 4-c, 5-b.	

:	ACTIVITY	:
:		:
:	Discuss with participants the sources of LMI and how a CIDS can provide	:
:	this information in a quick and easy format. If the SOICC director has	:
:	brought a demonstration of computerized systems, be sure to provide time	:
:	for that demonstration at the end of the workshop.	:

DRAWING IT ALL TOGETHER

:	ACTIVITY	:
:		:
:	Use both activities for the six-hour workshop; select one for the three-	:
:	hour workshop.	:
:		:
:	1. Some of you may have access to a computerized Career Information	:
:	Delivery System (CIDS) that describes occupations in both the mili-	:
:	tary and civilian sector. Even if you have not seen such a system,	:
:	consider the types of military and civilian information you would	:
:	want included in a CIDS. Also consider the manner in which you	:
:	would like to be able to access or search the data base. Elicit	:
:	from the group the main categories of information you would want,	:
:	the ways in which you would like to be able to get to the infor-	:
:	mation, and the ways you might use military information incorpo-	:
:	rated into a civilian CIDS.	:
:		:
:	2. Refer to Appendix B of the <u>Resource Guide</u> , "Guidelines for	:
:	the Preparation and Evaluation of Career Information Literature."	:
:	Discuss how national guidelines could help you select the most	:
:	appropriate career information for use as a counselor.	:
:		:

:	Refer to pages 87-88 in the <u>Resource Guide</u> for additional suggested	:
:	activities.	:

CHAPTER IV

EXPLORING LABOR MARKET INFORMATION RESOURCES AND PRODUCTS

:Trans. IV.1:

CHAPTER GOALS: (Resource Guide, p. 91)

1. DEVELOP AN UNDERSTANDING OF THE WIDE VARIETY OF LMI RESOURCES AVAILABLE FROM NATIONAL AGENCIES.
2. DEVELOP AN UNDERSTANDING OF THE NATURE OF THE MAJOR LABOR MARKET INFORMATION RESOURCES AND PRODUCTS.
3. DEVELOP AN UNDERSTANDING OF HOW CLASSIFICATION AND CROSSWALK SYSTEMS ARE PRESENTED IN THE PUBLISHED RESOURCES.

CONTENT:

In the Resource Guide
refer to pages:

Printed Resources

93-151

Computerized Resources

(not provided in Resource Guide)

: Presentation Method: Overview, Handout, Checklist, SOICC Presentation, :
: Questions :

: ACTIVITY :
: Suggest that participants use Handout IV.1 for reviewing goals and note :
: taking. :

PRINTED RESOURCES (Resource Guide, pp. 93-151)

Chapter IV in the Resource Guide, pages 91-151, summarizes many valuable occupational, career and labor market information resources. You will notice that each reference contains these sections:

1. Scope of Coverage
2. Type of Information Presented
3. Brief Description of Contents
4. How Counselors Use this Information
5. Acquiring the Resource
6. References

Resources included here are considered to be very important references for every counselor's bookshelf, or at least, found in a nearby career resource center.

: ACTIVITY :
: Ask participants to name those references that they use most and ask :
: them to specifically describe how they assist clients. :

- Classification Resources: resources which identify jobs by groups. Those included as being "musts" for every counselor are listed on page 93 in the Resource Guide and described on pages 95-124.
- Crosswalk Resource: Vocational Preparation and Occupations - a resource directing the users from classification to specific resources. Look at its description on pages 125-133.
- Additional Resources in Counseling: These resources are generally considered as being very helpful for clients needing specific job information. Descriptions are found on pages 134-151.

ACTIVITY

Using Table 4.4 on pages 149-151 and reference pages (95-148) in the Resource Guide, complete Kandout IV.2. Retain this copy for ordering purposes.

```
:
:      ACTIVITY
:      Invite a SOICC person who is well-acquainted with computerized labor
: market information to present and demonstrate current sources, systems and
: use of computerized labor market information. Present samples of CIDS
: materials for review by participants.
:
:      Questions to be answered by the presenter might be these:
:
:      - What materials are available?
:      - What are their capabilities? Limitations?
:      - For whom are the materials most intended?
:      - What are the best sources for obtaining materials?
:      - Are the materials available for loan? Where?
:
:      If time is not available during the workshop, ask presenter to be
: available during a free time to demonstrate available materials.
:      Ask presenter to prepare a handout of titles, sources, costs, etc. to be
: given to workshop participants.
```

: Refer to page 152 in the Resource Guide for additional suggested
: activities.

CHAPTER V

USING LABOR MARKET INFORMATION IN CAREER COUNSELING

:Trans. V.1:

CHAPTER GOALS: (Resource Guide, p. 153)

1. SHOW HOW LABOR MARKET INFORMATION IS USED TO RESPOND TO 50 TYPICAL CAREER-RELATED QUESTIONS.
2. SHOW HOW LABOR MARKET INFORMATION IS USED IN FIVE TYPICAL CAREER-RELATED COUNSELING CASES.
3. SHOW THE WIDE VARIETY OF LABOR MARKET INFORMATION USED IN ACTUAL COUNSELING SETTINGS.
4. PRESENT A PROBLEM SITUATION AND INVOLVE THE READER IN DEVELOPING A SOLUTION.

CONTENT:

In the Resource Guide
refer to pages:

Occupational Questions and Resources	155-161
Career Counseling Case Studies	161-192

: Presentation Method: Study Guide, Case Studies, Group Task :

: ACTIVITY :
: Suggest that participants use Handout V.1 for reviewing goals and :
: note taking. :

Two types of requests often come to the counselor regarding labor market information:

1. Direct questions where the counselor merely points the client to sources of information.
2. Encompassing career related problems where the counselor suggests labor market information to aid in defining the problem as well as its resolution.

A. Occupational Questions and Resources (Resource Guide, pp. 155-161)

: ACTIVITY :
: Fifty of the most often asked direct questions have been listed in the :
: Resource Guide along with many of the most suggested labor market :
: information resources to answer the questions (p. 155-161). :
: :
: Many of the resources listed are those suggested on Handout IV.2 used :
: (Activity con't. on next page) :

```

:                                     ACTIVITY, con't.                                     :
:   earlier and ones to which you probably already have access.                       :
:                                                                                       :
:   A few of the questions on pp. 155-161 hold special interest; for example::
:                                                                                       :
:   - Question 9 lists three very specific resources. Please notice.                 :
:   - Questions 6 and 10 provide toll-free numbers.                                 :
:   - Question 47 asks for very specific local information.                         :
:   Many of the questions state "State Career Information Delivery System".:
:                                                                                       :
:   What does that mean to you?                                                       :
:                                                                                       :
: Ask:                                                                                :
:                                                                                       :
:   "Which of these resources do you suggest for your students or clients?"          :
:   "What additional resources do you use?"                                          :
:                                                                                       :
:   Directions: Spend about five minutes now becoming familiar with the             :
: questions asked and the resources suggested. Notice that many times if you      :
: substitute another occupation, the same resources still can be used.             :
:                                                                                       :

```

B. Part II - Career Counseling Case Studies (Resource Guide, pp. 161-192)

As you well know, establishing the point at which to begin counseling a client is vital.

DRAWING IT ALL TOGETHER

```

:                                     ACTIVITY                                     :
:                                                                                       :
:   Look at Handout V.2a, Handout V.2b, and Handout V.2c. These will assist :
: you to establish the client's point of entry. Does the client know the      :
: occupation, just the industry, or only the interest area? Another helpful :
: tool is the information found on Handout V.3 and Handout V.4. Notice:       :
:                                                                                       :
: - the three counseling decision areas found on Handout V.2a, Handout V.2b :
:   and Handout V.2c are listed on the left of Handout V.3.                   :
: - this Handout, along with Handout V.4, will supply you with the references :
:   which go with the type of information desired and in the order they      :
:   should be used with the client.                                           :
: - these two Handouts will provide a quick reference for supplying clients :
:   with suggested resources.                                                  :
:                                                                                       :
: Using these Handouts, divide participants into three groups. Use the same :
: case study that we used in Chapter I (Handout I.2). Formulate the          :
: counselor's approach under the following conditions:                        :
: -----                                                                    :
: :Trans. V.2:                                                                :
: -----                                                                    :
: Group 1 - Use Handout V.2a - Assume that Bo is sure that he wants to      :
:                                     (Activity con't. on next page)             :

```



```

-----
:               ACTIVITY con't.               :
:   continue doing electronics.                :
: Group 2 - Use Handout V.2b - Assume that Bo wants to keep the same occu- :
:   pation but is willing to change industries (i.e., go from             :
:   manufacturing to a hospital).          :
: Group 3 - Use Handout V.2c. Assume that Bo is willing to change both    :
:   occupation and industry. Bo's only specification is that he         :
:   would like to be in business for himself.      :
:   Allow 20 minutes for development of a counselor's approach using this :
:   format found in the Resource Guide on pages 162 to 167.             :
:   -----                               :
: :Trans. V.3:                               :
:   -----                               :
:   Goals                                     :
:   Elements                                 :
:   Counselor Preparation                    :
:   Interview Session                       :
:   Case Analysis and Conceptualization     :
:   Identification of Resource Used/Reason for Using It :
:   -----                               :
: :Trans. V.2:   Let's review each of the situations of Bo.              :
:   -----                               :
:   Then in a 5-minute presentation, each group will describe what the   :
:   counselor's approach should be. Discuss suggested outcomes.          :
:   -----

```

CHAPTER VI

:Trans. VI.1:

DEVELOPING A PROFESSIONAL PLAN OF ACTION

CHAPTER GOALS: (Resource Guide, p. 195)

- * INTRODUCE THE CONCEPT OF A COMPREHENSIVE GUIDANCE PROGRAM.
(This material is not included in the Resource Guide.)
- 1. INTRODUCE THE CONCEPT OF A PROFESSIONAL PLAN OF ACTION.
- 2. ILLUSTRATE SOME OPPORTUNITIES FOR COUNSELOR PROFESSIONAL DEVELOPMENT.
- 3. ILLUSTRATE SOME OPPORTUNITIES FOR COUNSELOR INFORMATION DEVELOPMENT.
- 4. ILLUSTRATE SOME OPPORTUNITIES FOR COUNSELOR COMMUNITY DEVELOPMENT.

CONTENT:

In the Resource Guide
refer to pages:

*Supplementary material (see Addendum to Chapter VI
in this Training Handbook, pages 66 to 74.)

A Plan of Action contains a section for:

Professional Development	197-203
Information Development	203-207
Community Development	208-209

: Presentation Method: Lecture, Transparencies, Case Study, Group Tasks, :
: Reports, Handout :

: ACTIVITY :
: Suggest that participants use Handout VI.1 for reviewing goals and note :
: taking. :

A professional plan of action does not take place in isolation. It is related to an agency's counselor services in total. The ground work needed to develop a comprehensive plan will begin with an agreed upon definition of a guidance program. One such definition is:

- A. A guidance program:
 - Is developmental by design
 - Includes sequential activities
 - Is organized and implemented by qualified counselors
 - Is supported by instructors, administrators, clients, and families
- B. A guidance program includes:
 - A guidance curriculum
 - Individualized planning with clients
 - Responsive counseling, consultation and referral
 - Program management

C. Students are to acquire:

- Career planning and exploration experiences
- Knowledge of self and others
- Educational development
- Vocational development

ACTIVITY

The Mabel Bonner Center for Human Development just received renewal of a grant to provide guidance services for unemployed young adults. One stipulation was that the guidance program be revamped. The group here today has the task of determining what should be included in the new comprehensive guidance program. Brainstorm (list ideas on the board as participants identify) the parts of a comprehensive guidance program. Once 30+ parts have been listed ask participants to group the ideas according to Structural Components, Program Components and Implementation Components or, in the essence of time, use the outline below having the workshop participants provide the details. This can be done on the chalkboard or blank transparency sheets.

NOTE TO FACILITATOR: (The following information, relating to Goal* above, has been outlined to provide the workshop facilitator with background information for directing the thoughts of participants. This is not lecture material.

The same information, only in narrative form, is found on pages 66-74, an addendum to this chapter. This material was adapted from the "Missouri Comprehensive Guidance: A Model for Program Development and Implementation": (a draft document, 1985) developed by the Missouri Department of Elementary and Secondary Education, Guidance Services/Vocational Special Needs, Marion Starr, Assistant Director. (Used with permission).

Three Component Groups Comprise a Comprehensive Guidance Program

A. Structural Components

1. Develop a definition of a comprehensive guidance program (see a suggested definition at beginning of Chapter VI)
2. Establish a guidance program facility - (a guidance resource center)
 - a. Well organized with displayed materials and equipment
 - b. Sound proof, private offices
 - c. Adequate space for individual, small group and classroom sized groups.
3. Establish an advisory council:
 - a. Provides support, offers advice, reviews present activi- (Activity con't. on next page)

ACTIVITY, con't.

- ties, encourages new activities to meet the program's goals.
- b. Consists of agency staff, parents, clients, community leaders and others
- c. Is usually organized at the local level

4. Conduct a guidance resources assessment (What is vs. what should be)

- a. Current guidance program activities
- b. Space
- c. Time allocations
- d. Equipment/materials
- e. Staff expertise
- f. Community organizations

5. Develop a staffing pattern for:

- a. Qualified counselors in state giving counselor/client ratio
- b. Secretarial/clerical support
- c. Designating a head counselor or a director of the department

6. Develop a guidance budget which:

- a. Reflects the resource needs of the department
- b. Is separate from the school's testing budget

B. Program Components

1. Plan a guidance curriculum

- a. Which consists of:
 - (1) Structural developmental experiences
 - (2) Activities presented systematically
 - (3) Classroom and group activities
- b. For the purpose of:
 - (1) Providing students with knowledge of normal growth and development
 - (2) Promoting positive mental health
 - (3) Assisting in acquiring and using life skills
- c. Organize activities for:
 - (1) Career planning and exploration
 - (2) Knowledge of self and others
 - (3) Educational and vocational development

(Activity con't. on next page)

(Activity con't. on next page)

ACTIVITY, con't.

- d. Implement the curriculum into:
 - (1) Classroom activities
 - (2) Group activities outside classroom
- 2. Develop individual planning strategies for:
 - a. Individual appraisal
 - b. Individual advisement
 - c. Placement
- 3. Outline responsive services strategies consisting of:
 - a. Consultation with clients, teachers, other educators and community agencies
 - b. Personal counseling
 - c. Crisis counseling
 - d. Referral
- 4. Gain system support through activities in:
 - a. Research and development
 - b. Staff/community public relations
 - c. Professional development
 - (1) Inservice training
 - (2) Professional meetings
 - (3) Post graduate coursework
 - (4) Writing professional literature
 - d. Committee/advisory boards
 - e. Community outreach
 - (1) Community resources
 - (2) Employment opportunities
 - (3) Local labor market information
 - f. Program management and operations

C. Implementing the Comprehensive Guidance Program

- 1. Organize to change by:
 - a. Understanding the necessary conditions for change in your agency
 - b. Expecting resistance to making changes
 - c. Appreciating the challenges involved
- 2. Conduct a time and task analysis
 - a. Select one day a week for a year to keep track of time and tasks performed
 - b. Use a log to keep track of the time spent by category
 - (1) Curriculum
 - (2) Individual planning
 - (3) Responsive services

(Activity con't. on next page)

ACTIVITY, con't.

- (4) System support
 - (5) Nonguidance administrative activities
- c. Calculate the percentage of time spent in each category

3. Conduct a needs assessment to:
 - a. Identify needs of clients
 - b. Provide a data base for program planning
 - c. Provide policy makers with program support information
 - d. Provide a basis for developing effective presentation techniques
 - e. Increase opportunity for staff interaction
4. Establish a master calendar by:
 - a. Listing the major activities month by month on the yearly calendar under each component:
 - (1) Guidance Curriculum
 - (2) Individual Planning
 - (3) Responsive Services
 - b. Confirming dates and list on a monthly calendar
 - c. Scheduling and logging activities on a daily calendar
5. Involve administrators for the purpose of:
 - a. Providing written and verbal support of the guidance program
 - b. Providing counselors time to implement the program
 - c. Making available appropriate facilities
 - d. Providing a budget which allows purchase of resources
 - e. Routinely evaluating the progress of the written guidance plan
 - f. Routinely evaluating each counselor on performance
6. Involve teachers by:
 - a. Joint planning of curriculum units and decisions as to when they will be presented
 - b. Including the instructor as a part of the presentation and evaluation
7. Plan strategies to make the transition:
 - a. This requires careful planning:
 - (1) Compare present time and task analysis data to the proposed time allocation
 - (2) Note nonguidance administrative activities being done and time consumed.
 - (3) Bolster underserved components and reduce activities in oversubscribed components
 - (4) Remove nonguidance activities
 - (5) Develop a time table for implementing the program

(Activity con't. on next page)


```

:               ACTIVITY, con't               :
:   b. Complete the formal and informal needs assessment program :
:   c. Clarify which client competencies will be addressed in   :
:       which program components                               :
:   d. Search for places to incorporate each competency in the   :
:       training program and the comprehensive guidance program  :

```

```

:               ACTIVITY               :
:   Distribute to each participant Handout VI.2. This model lists the :
:   component parts of a Comprehensive Guidance Program. Emphasize that :
:   although this model was developed for schools, it can be easily   :
:   adapted for agency use. Compare those parts listed with the program :
:   outline in the brainstorming activity. Discuss how they are alike  :
:   and how they are different.                                       :

```

The Resource Guide states:

"Probably the most important thing a counselor in a new assignment can do is develop a professional plan of action" (p. 197). That plan does not happen by itself. It cannot be left to chance. Keeping up-to-date is important. No one but the counselor is responsible for his or her own professional progress.

:Trans. VI.2:

A plan of action must have: (Resource Guide, p. 197).

1. A strong organization of ideas.
2. A set of goals and objectives.
3. A set of priorities for goals and objectives.
4. A set of time lines with periodic reevaluation built in.

:Trans. VI.3:

Three main areas in a Plan of Action are:

- Professional Development (Resource Guide, pp. 197-203)
- Information Development (Resource Guide, pp. 203-207)
- Community Development (Resource Guide, pp. 208-209)

Tasks for each area are described on pages 197-209 of the Resource Guide but your thinking should not be limited to the tasks listed.

ACTIVITY
Using Handout VI.3 and pages 197-209 in the <u>Resource Guide</u>, develop a Personal Plan of Action for yourself for Year 1. Use the tasks listed and others that are pertinent for you. If it is advantageous, you may want to group according to similar backgrounds, experiences and needs for developing Personal Plans of Action. The interchange of ideas at the personal level provides ideas. It might also be advantageous to have counselors from different backgrounds in each group to give leadership to those for whom these concepts may be totally new. At the end of the time, ask some to share their Plans of Action with the rest of the group.

	ACTIVITY	
:		:
:	You may want to distribute the Handout Post-test to workshop partici-	:
:	pants. Since this is a workshop for introducing the <u>Resource Guide</u> ,	:
:	the post-test should be open book. The workshop leader should use the	:
:	post-test as an indicator. Answers for the post-test are found on	:
:	page 156.	:

ACTIVITY
Distribute to workshop participants, Handout Workshop Feedback. Use for personal workshop improvement.

ADDENDUM TO CHAPTER VI

Excerpt from:

MISSOURI COMPREHENSIVE GUIDANCE: A Model for Program Development and Implementation

The state model for comprehensive guidance programs has three major sections. The first section contains the structural components that are required to carry out a comprehensive guidance program. These components are Definition, Facilities, Advisory Council, Resources, Staffing Patterns and Budget. The second section contains the program components that are required to deliver direct programming to students, staff, and parents. These components are Guidance Curriculum, Individual Planning, Responsive Services, and Guidance System Support. The third section focuses on the implementation of the guidance program.

SECTION I STRUCTURAL COMPONENTS

DEFINITION

Guidance is an integral part of each school's total educational program. It is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students and parents. The Guidance Program includes:

1. a guidance curriculum
2. individualized planning with students and their parents
3. responsive counseling, consultation and referral, and
4. program management

It is designed to address the needs of all students by helping them to acquire competencies in career planning and exploration, knowledge of self and others, and educational and vocational development.

Based on the preceding state definition, local school districts are encouraged to develop their own definition of a comprehensive guidance program.

GUIDANCE PROGRAM FACILITIES

To carry out a comprehensive guidance program, it is recommended that a guidance resource center be established. It is further recommended that a guidance resource center be large enough to adequately house all of the program's personnel, resources, and equipment. The center should be easily accessible to all students including those with handicaps. As a minimum, the center should include:

1. A well organized and displayed collection of guidance resource materials and equipment.
2. Properly equipped, sound proof, private offices.
3. Adequate space for individual, small group, and classroom size group use of the guidance resources and equipment.
4. Adequate storage space.

The recommended facilities will increase program effectiveness and will add strength to the total guidance delivery system.

ADVISORY COUNCIL

An Advisory Council is recommended to provide support, offer advice, review present activities and encourage new activities to meet the goals of the guidance programs. Advisory Councils could consist of school staff, parents, students, community leaders, and others. It may be organized at the district or individual building level and could be established as one of the following structures:

1. School/district-wide vocational advisory committee
2. School/district-wide advisory committee
3. Guidance program committee
4. Combination of the above

If you have questions or concerns regarding the development and/or utilization of an advisory council, you may wish to obtain a copy of a publication titled, "Handbook for Instructors--Involving Vocational Advisory Council Groups in Program Improvement." This publication is available through:

Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri-Columbia
Columbia, Missouri 65211

GUIDANCE RESOURCES ASSESSMENT

Resources are necessary for the delivery of the Guidance Program to meet the guidance needs of all students.

For each of the four component areas of Guidance Curriculum, Individual Planning, Responsive Service, and System Support, it is important to identify (and assess) currently available guidance program resources. It is also important to identify those resources that are not currently available but are needed in order to deliver the four program components.

Assessing resources requires a systematic and thorough review of current guidance program activities, space, time allocation, equipment, staff expertise, and community resources.

Current Guidance Program Activities: Assessing guidance program content will provide information about the current status of your existing program. It is also necessary to become familiar with other school curricula content to determine what activities may be in place that will reinforce your guidance program.

Space: What is the current space allocation for the guidance program? What is needed to carry out a comprehensive guidance program?

Time Allocations: Conduct a guidance personnel time and task analysis study (refer to "Time and Task Analysis" section).

Equipment/Materials: A survey of guidance and other school equipment and materials that may be of use in the guidance programs should be conducted. As a part of the survey an opportunity should be given to staff members to indicate any new equipment and/or materials that may be needed.

Staff Expertise: Identify the special skills of staff members that may be helpful in carrying out guidance program activities.

Community Resources: It is important to identify community resources that can be used in carrying out the guidance program.

STAFFING PATTERNS

It is recommended that an organizational chart for district guidance personnel be developed. At a minimum it should show the following:

1. Certified school counselors employed within the state standards for counselors/pupil ratio
2. Secretarial/clerical support

In buildings and/or districts with more than one counselor, it is recommended that a head counselor or director be identified. This is to ensure that program planning, coordination, implementation, and evaluation take place in a timely and effective manner. In order for this individual to organize and manage the guidance program, consideration should be given to reducing his/her student caseload.

BUDGET

An adequate guidance and counseling departmental budget should be established. The budget amount should reflect the resource needs of the department as determined by the needs of the total guidance program. The budget should be separate from the school's testing budget.

SECTION II PROGRAM COMPONENTS

GUIDANCE CURRICULUM

The guidance curriculum consists of structured developmental experiences presented systematically through classroom and group activities. The purpose of the guidance curriculum is to provide students with knowledge of normal growth and development, to promote positive mental health and to assist them to acquire and use life skills. The curriculum is organized around three major areas - career planning and exploration, knowledge of self and others, and educational and vocational development. Student competencies to be addressed in these areas are identified in part by the use of the Missouri Comprehensive Student Needs Survey.

While the counselor's responsibility includes the organization and implementation of the guidance curriculum, the cooperation and support of the entire faculty and staff is necessary for its successful implementation. The guidance curriculum is implemented through such strategies as:

Classroom Activities: Counselors team teach or assist in teaching a guidance curriculum learning activity or unit in classrooms. This is not limited to one or two subjects but may include all areas in the total school curriculum. These activities may be conducted in the classroom, guidance center, or other school facilities.

Group Activities: Counselors conduct groups outside the classroom to respond to students' identified interests or needs. Counselors plan and lead structured activities to increase the skills and knowledge of the students participating.

Examples of guidance learning activities within this component could include but are not restricted to the following:

- Career Exploration
- Decision Making Skills
- Post High School Decision Making
- Planning High School Classes
- Substance Abuse Programs
- Job Preparation
- Pre-Employment Skills
- Study Skills
- Interviewing Techniques
- Marriage/Parenting
- Sexual Abuse

INDIVIDUAL PLANNING

Individual planning consists of activities that help students to plan, monitor, and manage their own learning and their personal and career development. The focus is on assisting each student to develop, analyze, and evaluate his or her own educational, occupational, and personal goals and plans. The activities in this component are generally delivered on an individual basis.

Individual Planning is implemented through such strategies as:

Individual Appraisal: Counselors assist students to assess and interpret their abilities, interests, skills and achievements. The utilization of all test information and data becomes an important aspect of developing immediate and long range plans for students.

Individual Advisement: Counselors assist students to use self-appraisal information along with personal, social, educational, career and labor market information to help them plan for and realize their personal, educational and occupational goals. The involvement of students, parents and school in planning a four-year program of studies that meets individual needs of students is a critical part of individual advisement.

Placement: Counselors assist students to make the transition from school to work and/or to additional education and training.

Examples of Guidance Learning Activities within this component could include but are not restricted to the following:

- Development of a four-year plan
- Course selection
- Vocational/occupational exploration
- Financial Aid
- College/vocational school application process
- Honors and awards programs such as Scholars Academy
- College preparatory certificate

RESPONSIVE SERVICES

Responsive services consist of activities to meet the immediate needs and concerns of students whether these needs or concerns require counseling,

consultation, referral, or information. While counselors have special training and possess skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff is necessary for the component's successful implementation. Responsive services are implemented through such strategies as:

Consultation: Counselors consult with students along with parents, teachers, other educators, and community agencies regarding strategies to help students deal with and resolve personal concerns.

Personal Counseling: Counseling is provided on a small group and individual basis for students expressing problems or difficulties with relationships, personal concerns, and/or normal developmental tasks. It focuses on assisting students to identify problems and causes, alternatives, possible consequences and to take action when appropriate.

Crisis Counseling - Counseling and support are provided to students and/or their families facing an emergency situation. Such counseling is normally short term and temporary in nature. When necessary, appropriate referral sources may be used.

Referral - Counselors use other professional resources of the school and community to refer students when appropriate. These referral sources may include:

1. mental health agencies
2. employment and training programs
3. vocational rehabilitation
4. juvenile services
5. social services

SYSTEM SUPPORT

The System Support component consists of management activities which establish, maintain, and enhance the total guidance program. This component is implemented and carried out through activities in the following areas:

Research and Development: Guidance program evaluation, follow-up activities, and the continued development and update of guidance learning activities are some examples of the research and developmental work of counselors.

Staff/Community Public Relations: This involves orienting staff and the community to the comprehensive guidance program through such means as the use of newsletters, local media, and school and community presentations.

Professional Development: Counselors need to be involved regularly in updating their professional knowledge and skills. This may involve participation in regular school inservice training, attending professional meetings, completing post graduate coursework, and contributing to the professional literature.

Committee/Advisory Boards: Serving on departmental curriculum committees and community committees or advisory boards are examples of activities in this area.

Community Outreach: Included in this area are activities designed to help counselors become knowledgeable about community resources, employment opportunities and their local labor market. This may involve counselors visiting local businesses and industries, and social services agencies on a periodic basis.

Program Management and Operation: This area includes the planning and management tasks needed to support the activities conducted in a comprehensive guidance program. It also includes responsibilities that may need to be fulfilled as a member of the school staff.

RECOMMENDED TIME ALLOCATIONS FOR EACH COMPONENT

As you begin to revamp your guidance program there are recommended time allocations that you may need to consider for each of the four component areas. The recommended percentages are based on information obtained from the project directors involved in the pilot project sites. Each of the four areas listed below will show a range of time. If your redirected program is to have the desired impact, you will need to work within the ranges indicated:

GUIDANCE CURRICULUM 15-20%

INDIVIDUAL PLANNING
COMPONENT 25-30%

This is recommended range but the
total percentage must equal 100%

RESPONSIVE SERVICES 25-30%

SYSTEM SUPPORT 15-20%

For example, based on a 174 day school year, 7 periods per day, the percentage would break down as follows:

20% = 35 days = 244 periods

30% = 52 days = 365 periods

SECTION III IMPLEMENTING THE GUIDANCE PROGRAM

(Must be adapted for an agency program).

How is a comprehensive guidance program implemented in a school district (building)? What are the steps and issues involved? What follows is a discussion of these issues and steps, grouped around the following topics: getting organized, conducting a time and task analysis, involving administrators and teachers, conducting a needs assessment, establishing a master calendar, and making the transition. While the discussion that follows focuses on a secondary program, the framework provided and the steps and issues involved are similar for implementing an elementary guidance program (or an agency program).

GETTING ORGANIZED

The challenge that counselors face is how to make the transition from the current program to that of a comprehensive program. Making this transition is complex and difficult because it means carrying out duties required by the

current organizational plan while at the same time planning and trying out new concepts and activities derived from the new organizational plan. As the implementation process gets under way there are a number of points to keep in mind.

1. Understand the necessary conditions for change in your school district or building.
2. Expect resistance to making changes.
3. Appreciate the challenges involved.

CONDUCTING A TIME AND TASK ANALYSIS

A time and task analysis is used to survey and analyze the distribution of counselor's time and the tasks counselors are performing. It is conducted at the beginning of the implementation process to provide base line data for the reallocation of counselors' time and tasks involved. It provides a basis for comparing the time and tasks involved in the program with those planned for the comprehensive program.

NEEDS ASSESSMENT

Through a needs assessment counselors involved in program development are able to identify the program categories and student competencies which the students feel are important. A needs assessment is one basis for the selection of student competencies and the guidance learning activities that are used to help students acquire these competencies. The benefits to conducting a needs assessment include the following:

1. identifies the needs of students
2. provides a data base for program planning
3. provides information for policy makers' program support
4. provides a basis for developing effective teaching techniques (classroom presentations)
5. increases opportunity for staff interaction

This is by no means a complete listing of the benefits of conducting a needs assessment.

A complete needs assessment should be administered the first year the program is implemented and ideally every third year thereafter. Because these surveys are relatively brief and easy to administer it is strongly recommended that they be given to 100% of the student and adult population in small to moderate sized schools (up to 500 students). In larger schools (above 500 students) a 50% random sampling of both students and parents is desirable.

ESTABLISHING A MASTER CALENDAR

A Master Calendar enables the counselor to plan resources and guidance material needed to meet program goals and provides a time for scheduling resources and equipment.

It is an organized, systematic approach to the implementation and delivery of the comprehensive guidance program. It enables the counselor to organize time to meet the student needs and to communicate information concerning the objectives of the guidance program to students, staff, and others. The Master Calendar integrates the guidance program with total school activities. It encourages total staff involvement and provides evidence of organizational ability in implementing the guidance program.

INVOLVING THE ADMINISTRATION

It is the responsibility of the administrator to be informed about the state plan for comprehensive guidance program and to approve and help implement the proposed local guidance program. The administrator should make sure adequate time is provided for the counselors to inform school staff about the comprehensive guidance program. He/she should provide the means for counselors to inform local patrons about the guidance program and how it will be implemented.

In addition the following kinds of administrative support are needed:

1. Commitment to staff--the administrator should provide written and verbal support of the guidance program to the building level staff.
2. Time--the administrator should provide counselors time to implement the guidance program. This may entail the deleting of nonguidance administrative duties and paperwork that had been assigned to the counselor previously.
3. Facilities--the administrator should make available appropriate facilities to implement the guidance program, keeping in mind that individual and group counseling, guidance curriculum and other activities are involved.
4. Budget--the administrator should provide an adequate budget that allows for the purchase of resources to implement the guidance program.
5. Program evaluation--it is the responsibility of the administrator to routinely evaluate whether the proposed local guidance program is being implemented as written. This may entail a review of the guidance curriculum, individual planning, the responsive services provided and the activities designed to manage the guidance program.
6. Performance-based evaluation--it is the responsibility of the administration to routinely evaluate each counselor on the local performance-based counselor evaluation form.

INVOLVING TEACHERS

It is important that all staff be informed about the guidance program at the beginning of the school year. A minimum of one inservice per year should be conducted to explain the guidance program. Teacher involvement can be at many levels. Teachers should be able to see how they fit into the overall program and they should be given the opportunity to volunteer for active involvement in its planning and implementation.

Planning - The counselor and the teachers should have the opportunity to plan curriculum units and decide when they will be presented on the master calendar. When practical, curriculum units need to be presented in a related subject. Number of students served in a particular subject area should be a consideration.

Implementation - Details of the actual implementation shall be determined by the counselor and teacher(s) involved. Whenever possible the teacher should be part of the presentation and evaluation.

MAKING THE TRANSITION

As you begin to redirect your program efforts, it will require the implementation of new ideas and concepts. For some, the implementation will be relatively easy, while for others it will be more difficult. What follows are some points to consider in making this transition to a comprehensive program based on the proposed model.

1. The change from the present guidance structure to the proposed guidance structure requires careful planning. It involves a number of steps:
 - a. Compare your present time and task analysis data to the proposed program time allocation. Note the discrepancy between the two and analyze what components are being adequately covered, those that are underserved and those that are being oversubscribed. Within each component isolate those activities causing the discrepancy.
 - b. Note those nonguidance administrative activities you are providing and the time they consume.
 - c. Plan activities to bolster underserved components and to reduce activities in oversubscribed components following the suggested time allocations for each component.
 - d. Propose methods of removing the nonguidance activities from the present program so that the counselor's time can be used in the new proposed model program.
 - e. Develop a timetable for implementation of the proposed program and removal of nonguidance activities.
2. The formal and informal needs assessment program should be completed and student competencies identified based on local needs. Before processing it is important to point out that each of the need categories is important. However, most counselors will not want to use more than 4-5 categories and several competencies per category.
3. Another step in implementation is the task of clarifying which student competencies will be addressed in which program components. The counselor may decide to develop a curriculum unit around a particular competency. On the other hand, a competency may be accomplished through a planning session with a student. Or the counselor may feel that a competency can best be addressed by setting up counseling groups for particular concerns. How a competency is delivered is up to the local counseling staff.
4. After deciding how each competency can best be addressed, search for places to insert it in the school curriculum and in the comprehensive guidance program (guidance curriculum, individual planning, responsive services.)

WORKSHOP FACILITATOR'S MATERIALS

- A. HANDOUT MASTERS
- B. TRANSPARENCY MASTERS
- C. POST-TEST ANSWERS

A. HAND-OUT MASTERS INDEX

<u>NAME</u>	<u>HANDOUT LABEL</u>	<u>PAGE</u>
An "FBI"/LMI Investigation	Handout Introduction 1	77
Scavenger Hunt	Handout Introduction 2	78
Chapter I Goals and Notes	Handout I.1	79
The Story of Bo	Handout I.2	80
Counseling for Equity	Handout I.3	81
Chapter II Goals and Notes	Handout II.1	82
College or Work	Handout II.2a	83
College or Work	Handout II.2b	84
Chapter III Goals and Notes	Handout III.1	85
Resource Matching	Handout III.2	86
Chapter IV Goals and Notes	Handout IV.1	87
Basic List of Labor Market Information Resources and Products	Handout IV.2	88
Chapter V Goals and Notes	Handout V.1	89
A Counselor's Guide		
Start With an Occupation	Handout V.2a	90
Start With an Industry	Handout V.2b	91
Start With a Client Interest Area	Handout V.2c	92
Decision-Making-Process Matrix	Handout V.3	93
ICDM-LMI Data Bank	Handout V.4	94
Chapter VI Goals and Notes	Handout VI.1	95
Developing a Comprehensive Guidance Program	Handout VI.2	96
Professional Plan of Action	Handout VI.3	97
Workshop Post-test	Handout Post-test	98
Workshop Feedback	Handout Feedback	99

An "FBI"/LMI Investigation

Your Name _____

Time: 10 minutes

Directions: Below are twenty squares with a description in each. At the signal, please move around the room, find individuals who meet each of the descriptions, and ask them to sign their names in the appropriate squares. Please do not ask anyone to sign more than one square.

: has worked with : a CIDS : :	: works with adults : over 21 : :	: regularly uses labor : market information : :	: assists handi- : capped clients : :
: works with eco- : nomically dis- : advantaged : clients	: has administered : General Attitude : Test Battery : (GATB)	: has served in : military : :	: has had a full : time job in the: : private sector : :
: sees more than : 25 career cli- : ents per week : :	: does placement : : :	: has collected unem- : ployment benefits : :	: has lived on a : farm : :
: has been a mem- : ber of a labor : union : :	: regularly uses : the DOT : :	: has lived in a city : with more than : 150,000 people : :	: would like a : new occupation : within 2 years : :
: has a master's : degree in a : field other than : counseling : :	: sees more than 10 : career clients : per day : :	: has participated in : a job orientation : program in industry : :	: has had a sal- : ary paid with : CETA or JTPA : funds : :

adapted from Improved Career Decision Making Through
Use of Labor Market Information: Trainer's Guide,
 NOICC, 1985

SCAVENGER HUNT

Directions: Divide into groups of four. To become familiar with the Resource Guide, respond to the following questions as quickly as possible.

1. How many chapters in the Resource Guide? _____
2. What organization is responsible for its development - (acronym) _____
3. For what does that five-letter acronym stand? _____

In which chapter do you find the following:

4. Career development theories? _____
5. Federal, state, and local labor market information sources? _____
6. Case studies? _____
7. On what pages is the Occupational Outlook Handbook described? _____
8. On what pages is a crosswalk reference described? _____
9. What three kinds of information are found in a Plan of Action?
a. _____
b. _____
c. _____
10. What is the address of your SOICC? _____

11. On what pages is a Glossary of Terms found? _____
12. What list is found on pages 275-276? _____

UNDERSTANDING CAREER DEVELOPMENT AND THE USE OF CAREER
AND LABOR MARKET INFORMATION IN CAREER COUNSELING

CHAPTER GOALS: (Resource Guide, p. 7)

- * GAIN AN UNDERSTANDING OF BIAS-FREE CAREER COUNSELING. (This material is not included in the Resource Guide; see pages 33 to 36 in the Training Handbook for this material).
- 1. GAIN AN UNDERSTANDING OF CAREER DEVELOPMENT THEORY AND WHY IT IS IMPORTANT.
- 2. GAIN AN UNDERSTANDING OF HOW CAREER DEVELOPMENT EVOLVES OVER THE LIFE SPAN OF EACH INDIVIDUAL.
- 3. GAIN AN UNDERSTANDING OF HOW TO USE LABOR MARKET INFORMATION TO ASSIST INDIVIDUALS IN THEIR CAREER DEVELOPMENT.
- 4. GAIN AN UNDERSTANDING OF HOW TO USE LABOR MARKET INFORMATION IN CAREER COUNSELING.

NOTES

THE STORY OF BO

Directions: Read the following case history. As we discuss each career development theory, decide how that theory would apply to Bo and how you would use the theory in your counseling approach.

My name is Bo Johnson.

It finally happened. I've been laid off. They told us a couple months ago it might come to this. Everyone knows the company hasn't been doing very well for an awfully long time. We will collect our unemployment checks. They say it is only a temporary layoff and they will hire us all back. I have a feeling the plant will be closed a long time.

My brothers and old man work at this plant, too. They are really depressed. I'm not ashamed of this kind of work, though. It's not our fault the plant closed. I'm just worried about money. My wife and I have managed to save a little bit, but it's not enough to carry us with all kinds of family crises which always seem to pop up.

I'm not much of a guy to sit around on my duff. I got moved into bench assembly work a few years back and I'm pretty good with electronics now. My brother-in-law tells me to pick up the family and move to Houston. There's supposed to be plenty of jobs down there in electronics. Maybe we should move to Albuquerque or Tucson. Everyone here in the North seems to think that the Southwest is the place to work. I've even seen copies of the classifieds for Dallas and Houston laying around the lunch room.

I don't know. I feel kind of old to make the move to start all over again. They may not want to hire some guy my age with a family and all. These younger guys are lucky; they can just take off. I wish I could know for sure that I could find some other kind of job with the skills I have. I was a crew foreman for the eight guys on our team and maybe that would help. I wouldn't even mind a move to a warm climate if I knew I could find a job there, but, I have no idea who to contact to find one though.

You know what I'd really like to do, the thing I used to dream about - to own my own business. If I were really smart, I'd use this opportunity to get out of this rut and make some changes in my life. For me, this may be the only chance I'll ever get.

I think I could run a good auto parts store - maybe open up one of those new computer stores for small businesses. I probably could sell computers since I know so much about electronics.

I know I have a lot to learn about putting together a business but my wife has worked as an accountant for years and she's pretty good with figures. I know she could handle the books until the business gets started.

Every time I think about what to do, I just have all kinds of fears. I know that my unemployment won't last forever. So much of my life in this town is tied up in this plant. If I have to sit around the house long, it will drive my wife and me nuts. I don't like this feeling of life just passing our family by because I've worked so long and so hard for them.

COUNSELING FOR EQUITY

Directions: Read each statement below and think about your counseling. Check the appropriate column.

<u>Counseling Males and Females</u>	<u>Yes</u>	<u>No</u>	<u>Sometimes</u>
1. I tell my clients about jobs that are usually filled by the opposite sex, but are available to both sexes.	_____	_____	_____
2. I discuss with my clients courses appropriate to their career choices, even though most often taken by the opposite sex.	_____	_____	_____
3. My clients understand and can handle the disapproval, hostility, and opposition which may happen if they have an interest in or choose a course usually chosen by the opposite sex.	_____	_____	_____
4. My clients have been counseled to handle kidding or tormenting from other clients if they are interested in or choose a course usually taken by the opposite sex.	_____	_____	_____
5. My clients have learned techniques for getting along with members of both sexes on the job.	_____	_____	_____
6. My clients are aware of how being male or female affects their career choice.	_____	_____	_____

Counseling Minorities

1. I help my clients understand that discrimination still exists in the work place and help them learn to deal with such experiences.	_____	_____	_____
2. When I counsel minorities, activities to build a positive self-esteem are an important segment.	_____	_____	_____
3. Through career counseling, my clients are made aware of the responsibility placed upon them to take a mature, responsible role in their own career decision making.	_____	_____	_____

UNDERSTANDING THE LABOR MARKET: CONCEPTS AND APPLICATIONS

CHAPTER GOALS: (Resource Guide, p. 51)

1. DEVELOP AN UNDERSTANDING OF ECONOMIC PRINCIPLES RELEVANT TO LABOR MARKETS.
2. DEVELOP AN UNDERSTANDING OF HOW THE LABOR MARKET OPERATES.
3. DEVELOP AN UNDERSTANDING OF BASIC CONCEPTS IN ECONOMIC THEORY.
4. DEVELOP AN UNDERSTANDING OF HOW ECONOMIC THEORY AND LABOR MARKET INFORMATION CAN BE USED IN CAREER COUNSELING.

NOTES

COLLEGE OR WORK?

Directions: To help a client decide whether it is worth it monetarily to go to college or go to work, use this activity to aid that decision making process.

First, answer the following questions:

If you go to college, what job would you hope to have when you finish? _____

What would you think your yearly salary would be the first year? _____ (a)

How many years of college will be required for this job? _____ (b)

If you go to work rather than to school, what might be the first job you would have? _____

What might be your hourly wage? _____ (c)

Compute hourly wage to yearly salary:

$$(c) \quad \underline{\hspace{2cm}} \quad \times 8 \quad \times \quad 5 \quad \times \quad 52 \quad = \quad (d) \quad \underline{\hspace{2cm}} \quad \text{yearly salary}$$

hrs. days a week weeks

Compute lost wages for time spent in college:

$$\begin{array}{ccccccc} \$3.35 & \times & 8 & \times & 5 & \times & 52 & = & \$6,968 & \times & (b) & = & (e) \\ \text{minimum} & & \text{hrs.} & & \text{days} & & \text{weeks} & & \text{yearly} & & \text{Years in college} & & \text{Wages lost for} \\ \text{wage} & & \text{a day} & & \text{a week} & & \text{a year} & & \text{minimum wage} & & & & \text{time spent in} \\ & & & & & & & & \text{salary} & & & & \text{college} \end{array}$$

Answer the following questions about going to college or university:

How much will tuition cost for one year? _____

How much will housing cost for one year? _____

How much will be all other costs for one year? _____

$$\text{Add together} \quad (f) \quad \underline{\hspace{2cm}} \quad \text{Total educational costs for one year}$$

Now make these calculations and transfer of numbers from above:

$$\begin{array}{ccccccc} (f) & \times & (b) & = & (g) & + & (e) \\ \text{School costs} & & \text{Years in} & & \text{Total costs for} & & \text{Lost wages} \\ \text{for one year} & & \text{college} & & \text{all years of} & & \\ & & & & \text{education} & & \\ & & & & & & (h) \\ & & & & & & \text{Total educational costs} \end{array}$$

Now calculate how many years it will take to make up the difference:

$$\frac{(a)}{\text{Yearly salary for job with college degree}} - \frac{(d)}{\text{Yearly salary for job without college degree}} = \frac{(i)}{\text{Difference in salary}}$$

$$\frac{(h)}{\text{Total educational costs}} - \frac{(i)}{\text{Difference in salaries}} = \frac{\quad}{\text{Years to make up the difference}}$$

EXPLORING LABOR MARKET INFORMATION SOURCES AND SYSTEMS

CHAPTER GOALS: (Resource Guide, p. 69)

1. PRESENT BACKGROUND INFORMATION ON WHERE FEDERAL AND STATE LABOR MARKET INFORMATION ORIGINATES.
2. DEVELOP AN UNDERSTANDING OF THE OPERATION OF A CAREER INFORMATION DELIVERY SYSTEM.
3. PRESENT BACKGROUND INFORMATION ON THE VARIOUS CLASSIFICATION SYSTEMS.
4. DEVELOP AN UNDERSTANDING OF THE CONCEPTS OF A CROSSWALK BETWEEN SOURCES OF INFORMATION.

NOTES

RESOURCE MATCHING

Directions: Use the Labor Market Information in Career Exploration and Decision Making: A Resource Guide. Match the following "resources" in the first column with the type of "information" in the second column.

<u>Resource</u>	<u>Information</u>
____ 1. <u>Dictionary of Occupational Titles</u> (DOT)	a. Provides information about interests, aptitudes, adaptabilities, and other requisites of occupational groups
____ 2. <u>Guide for Occupational Exploration</u> (GOE)	b. Provides a common coding structure and common language for all users and producers of occupational information.
____ 3. <u>A Classification of Instructional Programs</u> (CIP)	c. Classifies each industry by its principal product or source
____ 4. <u>The Standard Industrial Classification Manual</u> (SIC)	d. Defines by kind, level and environment of work performed
____ 5. <u>Standard Occupational Classification Manual</u> (SOC)	e. Provides a reference to assist in the collection, reporting and interpretation of data about elementary, secondary and higher education programs.

EXPLORING LABOR MARKET INFORMATION RESOURCES AND PRODUCTS

CHAPTER GOALS: (Resource Guide, p. 91)

1. DEVELOP AN UNDERSTANDING OF THE WIDE VARIETY OF LMI RESOURCES AVAILABLE FROM NATIONAL AGENCIES.
2. DEVELOP AN UNDERSTANDING OF THE NATURE OF THE MAJOR LABOR MARKET INFORMATION RESOURCES AND PRODUCTS.
3. DEVELOP AN UNDERSTANDING OF HOW CLASSIFICATION AND CROSSWALK SYSTEMS ARE PRESENTED IN THE PUBLISHED RESOURCES.

NOTES

BASIC LIST OF LABOR MARKET INFORMATION
RESOURCES AND PRODUCTS

Handout IV.2

(Refer to the Resource Guide (p. 95-151) for additional information and to your local bookstore for the latest editions)

<u>RESOURCE</u>	<u>PAGE</u>	<u>HAVE</u>	<u>NEED TO BUY</u>	<u>PRIORITIZE FOR ORDERING</u>
<u>Dictionary of Occupational Titles</u> (DOT)	95	_____	_____	_____
<u>Dictionary of Occupational Titles:</u> <u>Supplement</u>	101	_____	_____	_____
<u>Selected Characteristics of Occupa-</u> <u>tions Defined in the Dictionary</u> <u>of Occupational Titles</u>	104	_____	_____	_____
<u>Guide for Occupational Exploration</u> (GOE)	107	_____	_____	_____
<u>Standard Occupational Classification</u> <u>Manual</u> (SOC)	109	_____	_____	_____
<u>Standard Industrial Classification</u> <u>Manual</u> (SIC)	112	_____	_____	_____
<u>Classification of Instructional</u> <u>Programs</u> (CIP)	115	_____	_____	_____
<u>Occupational Employment Statistics</u> <u>Program</u> (OES)	118	_____	_____	_____
<u>U.S. Census of Population</u>	123	_____	_____	_____
<u>Vocational Preparation and Occupa-</u> <u>tions</u> (VPO)	125	_____	_____	_____
<u>Occupational Outlook Handbook</u> (OOH)	134	_____	_____	_____
<u>Occupational Outlook Quarterly</u> (OOQ)	137	_____	_____	_____
<u>Occupational Projections and Training</u> <u>Data</u>	140	_____	_____	_____
<u>U.S. Industrial Outlook</u> (annual)	143	_____	_____	_____
<u>Military Career Guide</u> (MCG): Employment and Training Opportunities in the Military	145	_____	_____	_____
<u>Military Occupational and Training</u> <u>Data</u> (MOTD)	147	_____	_____	_____

USING LABOR MARKET INFORMATION IN CAREER COUNSELING

CHAPTER GOALS: (Resource Guide, p. 153)

1. SHOW HOW LABOR MARKET INFORMATION IS USED TO RESPOND TO 50 TYPICAL CAREER-RELATED QUESTIONS.
2. SHOW HOW LABOR MARKET INFORMATION IS USED IN FIVE TYPICAL CAREER-RELATED COUNSELING CASES.
3. SHOW THE WIDE VARIETY OF LABOR MARKET INFORMATION USED IN ACTUAL COUNSELING SETTINGS.
4. PRESENT A PROBLEM SITUATION AND INVOLVE THE READER IN DEVELOPING A SOLUTION.

NOTES

A COUNSELOR'S GUIDE

START WITH AN OCCUPATION*

1. Select and identify occupational title.
2. Research occupational description and identify numerical code.
3. Determine the industries which employ the selected occupation and occupational concentrations in each industry.
4. Identify industry title, description, and numerical code.
5. Review the size and structure of the industrial base in local labor market to assess job opportunities.
6. Examine job openings by occupation.
7. Examine projected occupational employment opportunities.
8. Examine occupational preparation and training requirements.
9. Identify related occupations.
10. Examine occupational wage rates.
11. Examine advancement opportunity and career ladder.
12. Identify client interest areas for cross referencing.

Source:

*Improve Career Decision Making Through the Use of Labor Market Information,
National Labor Market Information Training Institute, North Texas State
University, 5th edition, 1985, p. 3-10.

CHAPTER 11
UNDERSTANDING THE LABOR MARKET:
CONCEPTS AND APPLICATIONS

CHAPTER GOALS:

1. DEVELOP AN UNDERSTANDING OF ECONOMIC PRINCIPLES RELEVANT TO LABOR MARKETS.
2. DEVELOP AN UNDERSTANDING OF HOW THE LABOR MARKET OPERATES.
3. DEVELOP AN UNDERSTANDING OF BASIC CONCEPTS IN ECONOMIC THEORY.
4. DEVELOP AN UNDERSTANDING OF HOW ECONOMIC THEORY AND LABOR MARKET INFORMATION CAN BE USED IN CAREER COUNSELING.



DESCRIPTIVE ECONOMICS

Is an explanation of economic life and how people
behave with respect to making a living

ANALYTICAL ECONOMICS

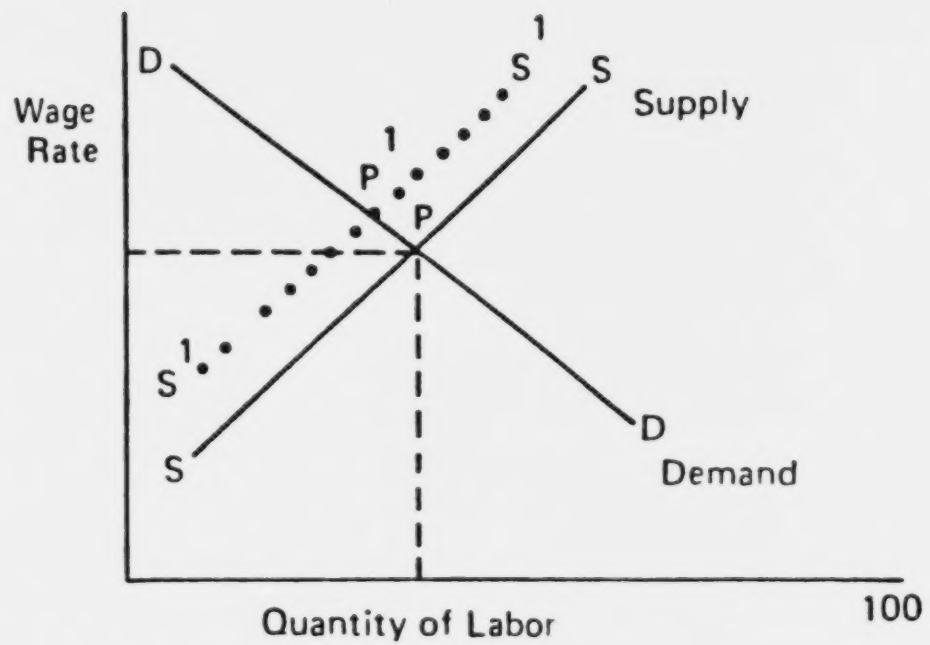


Is based on reasoning as to how people would behave if the following assumptions were true.

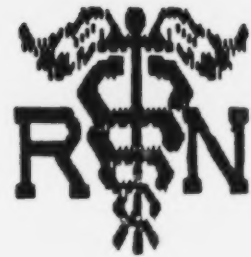
People:

- Are rational in their behavior
- Seek greatest benefit to themselves
- Have perfect knowledge of the market
- Believe the market is competitive and free

SUPPLY/DEMAND CURVES



101



THE SUPPLY CONCEPT

1. SKILL SEGMENTATION

- Occupations
- Separate labor markets

2. GEOGRAPHIC SEGMENTATION

- Commuting area
- National area
- Occupational life style
 - Geographic stability
 - Geographic mobility

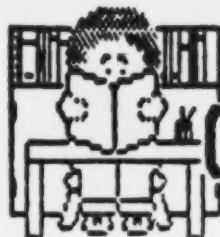
3. INVESTMENT IN HUMAN CAPITAL

- Post-secondary training
- Work



127





COLLEGE OR WORK?



Directions: To help a client decide whether it is worth it monetarily to go to college or go to work, use this activity to aid that decision making process.

First, answer the following questions:

If you go to college, what job would you hope to have when you finish?

What would you think your yearly salary would be the first year?

How many years of college will be required for this job?

If you go to work rather than to school, what might be the first job you would have?

What might be your hourly wage?

Compute hourly wage to yearly salary:

$$(c) \text{ _____ } \times 8 \text{ hrs.} \times 5 \text{ days a week} \times 52 \text{ weeks} = (d) \text{ _____ yearly salary}$$

Compute lost wages for time spent in college:

$$\begin{array}{ccccccc} \$3.35 & \times & 8 & \times & 5 & \times & 52 \\ \text{minimum} & & \text{hrs.} & & \text{days} & & \text{weeks} \\ \text{wage} & & & & & & \end{array} = \begin{array}{ccc} \$6,968 & \times & (b) \\ \text{minimum} & & \text{yearly} \\ \text{salary} & & \end{array} = (e) \begin{array}{c} \text{Years in college} \\ \text{Wages lost for} \\ \text{time spent in} \\ \text{college} \end{array}$$

Answer the following questions about going to college or university:

How much will tuition cost for one year?

How much will housing cost for one year?

How much will be all other costs for one year?

Add together

$$(f) \text{ _____} \\ \text{Total educational costs} \\ \text{for one year}$$

Now make these calculations and transfer of numbers from above:

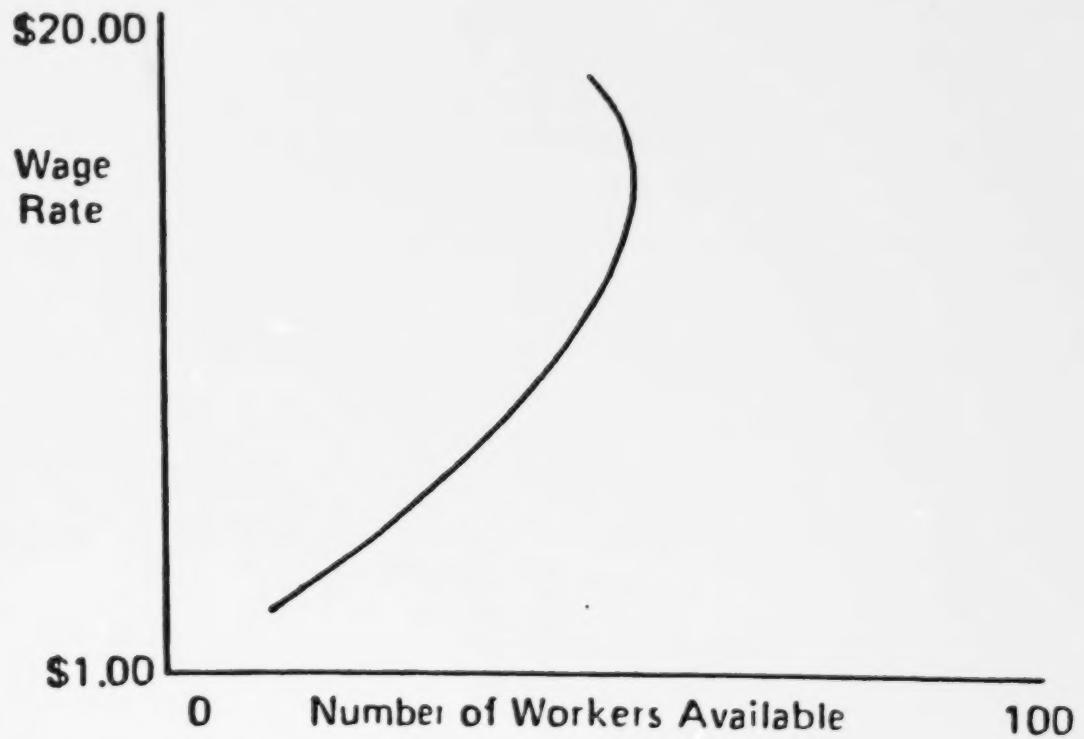
$$\begin{array}{ccccccc} (f) & \times & (b) & = & (g) & + & (e) \\ \text{School costs} & & \text{Years in} & & \text{Total costs} & & \text{Lost wages} \\ \text{for one year} & & \text{college} & & \text{for all years} & & \\ & & & & \text{of education} & & \end{array} = (h) \text{ _____} \\ \text{Total education costs}$$

Now calculate how many years it will take to make up the difference:

$$\begin{array}{ccc} (a) & - & (d) \\ \text{Yearly salary} & & \text{Yearly salary for} \\ \text{for job with} & & \text{job without college} \\ \text{college degree} & & \text{degree} \end{array} = (i) \text{ _____} \\ \text{Difference in salary}$$

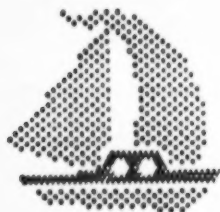
$$\begin{array}{ccc} (h) & - & (i) \\ \text{Total educa-} & & \text{Difference in} \\ \text{tional costs} & & \text{salaries} \end{array} = \text{_____} : \text{_____} \\ \text{Years to make up the} \\ \text{difference}$$

BACKWARD - SLOPING SUPPLY CURVES





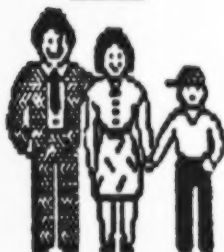
EFFECTS OF BUSINESS CYCLE ON LABOR SUPPLY



- PROSPEROUS TIMES



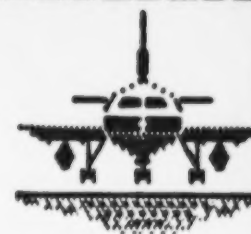
- HARD TIMES



- ADDITIONAL FAMILY WORKERS



- DISCOURAGED WORKER



MOBILITY

- OPENINGS
- GROWTH
- LARGE/SMALL BUSINESSES
- BREADTH OF EDUCATION AND TRAINING



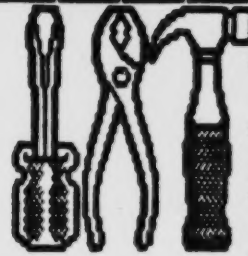
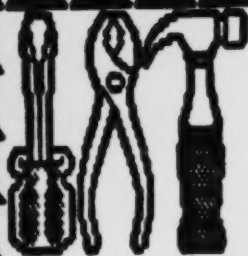
THE DEMAND CONCEPT

- BUSINESS VOLUME AND MARKETS
- TECHNOLOGY OF PRODUCTION PROCESS
- HIRING PRACTICES
- CREATION OF NEW JOBS



HIRING PRACTICES

- EXTERNAL
- INTERNAL
- PRIMARY
- SECONDARY
- MINORITY/DISADVANTAGED



JOBS

1. NEW JOBS AND NEW OCCUPATIONS

- Growth populations
- Social changes
- Technological changes

2. OLD JOBS AND OLD OCCUPATIONS

- New labor-saving technology
- New machinery
- Raise in consumer income

3. ENTREPRENEURS

- Special skills
- Capital
- Responsibilities
- Risk

**CHAPTER III
EXPLORING LABOR MARKET INFORMATION
SOURCES AND SYSTEMS**

CHAPTER GOALS:

- 1. PRESENT BACKGROUND INFORMATION
ON WHERE FEDERAL AND STATE LABOR
MARKET INFORMATION ORIGINATES.**
- 2. DEVELOP AN UNDERSTANDING OF THE
OPERATION OF A CAREER INFORMATION
DELIVERY SYSTEM.**
- 3. PRESENT BACKGROUND INFORMATION ON
THE VARIOUS CLASSIFICATION SYSTEMS.**
- 4. DEVELOP AN UNDERSTANDING OF THE
CONCEPTS OF A CROSSWALK BETWEEN
SOURCES OF INFORMATION.**

FEDERAL SOURCES OF LABOR MARKET INFORMATION

Sources—Agencies That Produce LMI	Resources—Products of the Agency
Commerce, U.S. Department of	
Bureau of the Census, International Trade Administration	<i>U.S. Industrial Outlook</i> (current edition)
Bureau of the Census	<i>U.S. Census of Population, 1980: Alphabetical Index of Occupations and Industries</i> <i>U.S. Census of Population, 1980: Classified Index of Industries and Occupations</i>
Office of Federal Statistical Policy and Standards (now defunct)	<i>Standard Occupational Classification Manual</i>
Defense, U.S. Department of	
Manpower, Installations and Logistics	<i>Military Career Guide: Employment and Training Opportunities in the Military</i> Military Occupational and Training Data
Education, U.S. Department of	
National Center for Education Statistics	<i>A Classification of Instructional Programs</i>
Executive Office of the President	
Office of Management and Budget	<i>Standard Industrial Classification Manual</i>
Labor, U.S. Department of	
Bureau of Labor Statistics	<i>Occupational Outlook Handbook</i> <i>Occupational Outlook Quarterly</i> <i>Occupational Projections and Training Data</i> <i>OES Survey Operations Manual</i> <i>OES Dictionary of Occupations</i>
Employment and Training Administration	<i>Dictionary of Occupational Titles</i> <i>Dictionary of Occupational Titles: Fourth Edition Supplement, 1982</i> <i>Guide for Occupational Exploration</i> <i>Selected Characteristics of Occupations Defined in the Dictionary of Occupational Titles</i>
National Occupational Information Coordinating Committee	<i>Vocational Preparation and Occupations</i>

**AGENCIES REPRESENTED ON THE
NATIONAL OCCUPATIONAL INFORMATION
COORDINATING COMMITTEE
(NOICC)**

BUREAU OF LABOR STATISTICS (DOL)

EMPLOYMENT AND TRAINING ADMINISTRATION (DOL)

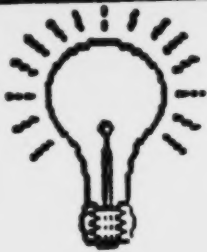
NATIONAL CENTER FOR EDUCATION STATISTICS (DOE)

OFFICE OF VOCATIONAL AND ADULT EDUCATION (DOE)

REHABILITATION SERVICES ADMINISTRATION (DOE)

**OFFICE OF BILINGUAL EDUCATION AND MINORITY
LANGUAGE AFFAIRS (DOE)**

**ONE AGENCY WITHIN EACH OF DEPARTMENTS OF
COMMERCE, AGRICULTURE, AND DEFENSE**



STRUCTURAL

HOLLAND'S THEORY OF VOCATIONAL PERSONALITIES AND WORK ENVIRONMENTS

People can be put into personality types:

- Realistic
- Investigative
- Artistic
- Social
- Enterprising
- Conventional

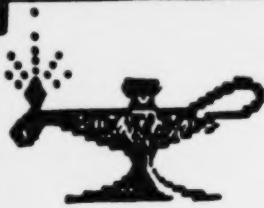


STRUCTURAL

SOCIOECONOMIC SYSTEMS

Influences on occupational choice:

- occupation and income of parents
- education of parents
- sex
- race
- ethnic group
- religion
- place and type of residence
- family stability
- size of family
- birth order
- value of peers
- school environment
- community



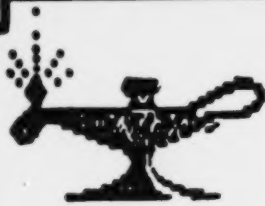
DEVELOPMENTAL

GINZBERG, GINSBURG, AXELRAD, AND HERMA

THEORY OF OCCUPATIONAL CHOICE

1. Takes place over 10-15 years* (later restated)
2. Process is largely irreversible
3. Occupational choice ends in compromise between:
 - interests
 - capabilities
 - values
 - opportunities
4. Three periods:
 - fantasy (0-11 years)
 - tentative period (11-17 years)
 - realistic period (17 to young adult)
5. Factors influencing occupational choice:
 - values
 - emotional factors
 - education
 - impact of reality through environmental pressures

* Restatement: Occupational choice is a lifelong process



DEVELOPMENTAL

SUPER'S THEORY OF CAREER DEVELOPMENT

People differ

People qualify for different occupations

People change

Career pattern determined by:

- parental socioeconomic level
- mental ability
- personality characteristics
- opportunities

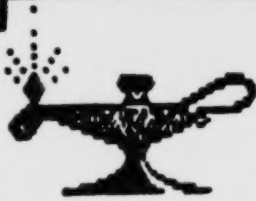
Development guided by:

- maturing of abilities and interests
- development of self-concept

Career development is developing and implementing self-concepts

Work satisfaction means adequate outlets for:

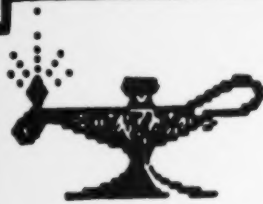
- abilities
- interests
- personality traits
- values



DEVELOPMENTAL

ADULT CAREER DEVELOPMENT

- Chronological age
- Life stages
- Life span
- Individual idiosyncrasy
- Transitions



DEVELOPMENTAL

MODEL 1 - DUDLEY AND TIEDEMAN

DECISION MAKING

1. Anticipation

- exploration
- crystallization
- choice
- clarification

2. Accommodation

- induction
- reformation
- integration

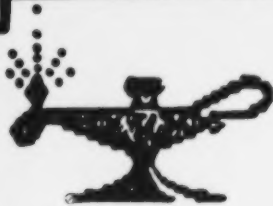


DEVELOPMENTAL

MODEL 2 - GELATT, VARENHORST, CAREY AND MILLER

DECISION MAKING

1. Examination and recognition of personal values
2. Knowledge and use of relevant information
 - Alternative actions
 - Outcomes - consequences
 - Outcomes - relationship between actions and outcomes
 - Desirability of outcomes
3. Knowledge and use of effective strategy for changing information into action.

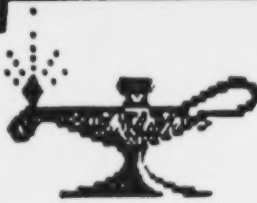


DEVELOPMENTAL

MODEL 3 - CAREER SKILLS ASSESSMENT PROGRAM

DECISION MAKING

1. Define the problem
2. Establish an action plan
3. Clarify values
4. Identify alternatives
5. Discover outcomes
6. Eliminate alternatives
7. Start action



DEVELOPMENTAL

KRUMBOLTZ'S THEORY OF SOCIAL LEARNING

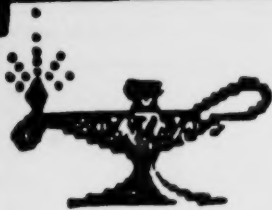
CAREER DEVELOPMENT INFLUENCED BY:

- genetic endowment
- environmental conditions and events
- learning experiences

CATEGORIES OF LEARNING:

- Reinforcement - behavior, attitudes, decisions rewarded by self
- Modeling - rewarded for patterned behaviors
- Contiguous pairing - consequent behavior approached or avoided

OCCUPATIONAL UNDECIDEDNESS - INFORMATION DEFICIT



DEVELOPMENTAL

COGNITIVE - BEHAVIORAL THEORY

1. **STRUCTURAL ORGANIZATION** - Individuals interpret their environment. Changes to cognitive structure precede changes in behavior.

2. **DEVELOPMENTAL SEQUENCE** - Individual development goes through fixed sequence:

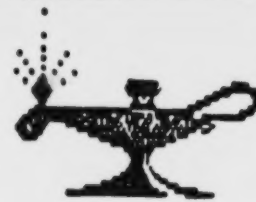
DUALISM - external control of decisions

MULTIPLICITY - Individual accepts counselor's help

RELATIVISM - Self is responsible for decisions

COMMITMENT WITHIN RELATIVISM - Career identity and self-identity closely related

3. **INTERACTIONISM** - change cognitive structure to allow greater complexity.



CAREER DEVELOPMENT THEORIES AND CAREER COUNSELING

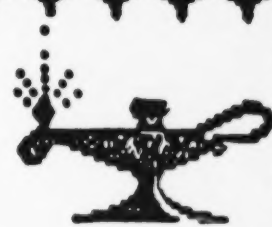
CAREER DEVELOPMENT THEORIES:

- Assist in understanding human behavior
- Identify, clarify, and specify client goals and problems



A COMPLETE CAREER COUNSELING PROGRAM INCLUDES:

- Tests and test results
- Personal data
- Career and labor market information
- Counseling techniques



ISSUES IN COUNSELING WOMEN

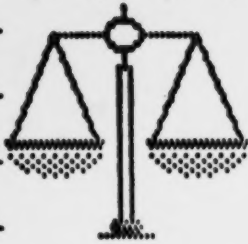
WOMEN'S CAREER DEVELOPMENT:

1. More complex than men's
2. Hindered by:
 - choice unrealism
 - coerced choice
 - career undecidedness
 - lack of career orientation
3. Information aids still suggest sex stereotyping
4. Sex role biases persist



RECOMMENDED ACTION TO IMPROVE
SEX-FAIR COUNSELING

1. EXPAND KNOWLEDGE
2. GATHER INFORMATION
3. PRACTICE "DAMAGE CONTROL"
4. SERVE AS A ROLE MODEL
5. USE INNOVATIVE COUNSELING TECHNIQUES OF:
 - sex roles analysis
 - upending clients' expectations
 - analyzing clients' needs hierarchies



ISSUES IN COUNSELING MINORITIES

1. FAMILY CONFORMITY IS VERY STRONG
2. THE LABEL "MINORITY" INTERFERES
3. DISCRIMINATION CONTINUES
4. ROLE MODELS ARE LACKING
5. SEE JOB AS MEANS TO AN END
6. LACK INFORMATION ABOUT CAREER
COUNSELING BENEFITS



RECOMMENDED ACTIONS TO IMPROVE
BIAS-FREE COUNSELING

1. DEVELOP KNOWLEDGE OF MINORITIES'
ENVIRONMENTS
2. ATTEND TO OWN VERBAL AND NONVERBAL
BEHAVIORS
3. NOTE STATUS AND VALUES IMPLIED BY
CAREER SUCCESS
4. BE AWARE OF CULTURAL EMPHASIS ON
MATERIAL REWARDS
5. AVOID "CORRECTIVE" MEASURES
6. DEVELOP OWN AWARENESS OF BIASES

CHAPTER II
UNDERSTANDING THE LABOR MARKET:
CONCEPTS AND APPLICATIONS

CHAPTER GOALS:

- 1. DEVELOP AN UNDERSTANDING OF ECONOMIC PRINCIPLES RELEVANT TO LABOR MARKETS.**
- 2. DEVELOP AN UNDERSTANDING OF HOW THE LABOR MARKET OPERATES.**
- 3. DEVELOP AN UNDERSTANDING OF BASIC CONCEPTS IN ECONOMIC THEORY.**
- 4. DEVELOP AN UNDERSTANDING OF HOW ECONOMIC THEORY AND LABOR MARKET INFORMATION CAN BE USED IN CAREER COUNSELING.**



DESCRIPTIVE ECONOMICS

Is an explanation of economic life and how people
behave with respect to making a living

131

ANALYTICAL ECONOMICS

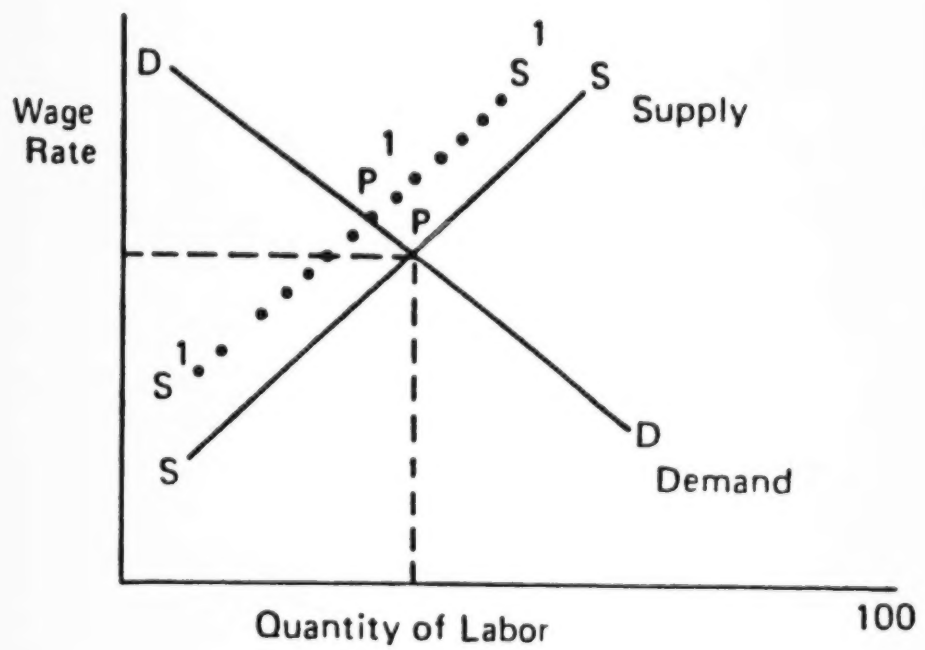


Is based on reasoning as to how people would behave if the following assumptions were true.

People:

- Are rational in their behavior
- Seek greatest benefit to themselves
- Have perfect knowledge of the market
- Believe the market is competitive and free

SUPPLY/DEMAND CURVES



133



THE SUPPLY CONCEPT

1. SKILL SEGMENTATION

- Occupations
- Separate labor markets

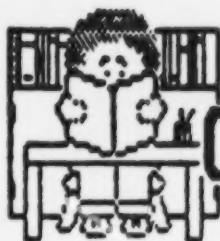
2. GEOGRAPHIC SEGMENTATION

- Commuting area
- National area
- Occupational life style
 - Geographic stability
 - Geographic mobility

3. INVESTMENT IN HUMAN CAPITAL

- Post-secondary training
- Work





COLLEGE OR WORK?



Directions: To help a client decide whether it is worth it monetarily to go to college or go to work, use this activity to aid that decision making process.

First, answer the following questions:

If you go to college, what job would you hope to have when you finish? _____

What would you think your yearly salary would be the first year? _____

(a) _____

How many years of college will be required for this job? _____

(b) _____

If you go to work rather than to school, what might be the first job you would have? _____

What might be your hourly wage? _____

(c) _____

Compute hourly wage to yearly salary:

(c) _____ x 8 hrs. x 5 days a week x 52 weeks = (d) _____ yearly salary

Compute lost wages for time spent in college:

\$3.35 x 8 hrs. x 5 days a week x 52 weeks = \$6,968 yearly minimum wage salary

(b) _____ Years in college

(e) _____ Wages lost for time spent in college

Answer the following questions about going to college or university:

How much will tuition cost for one year? _____

How much will housing cost for one year? _____

How much will be all other costs for one year? _____

Add together

(f) _____
Total educational costs for one year

Now make these calculations and transfer of numbers from above:

(f) _____ x (b) _____ = (g) _____ + (e) _____ =
School costs Years in college Total costs Lost wages
for one year college for all years of education

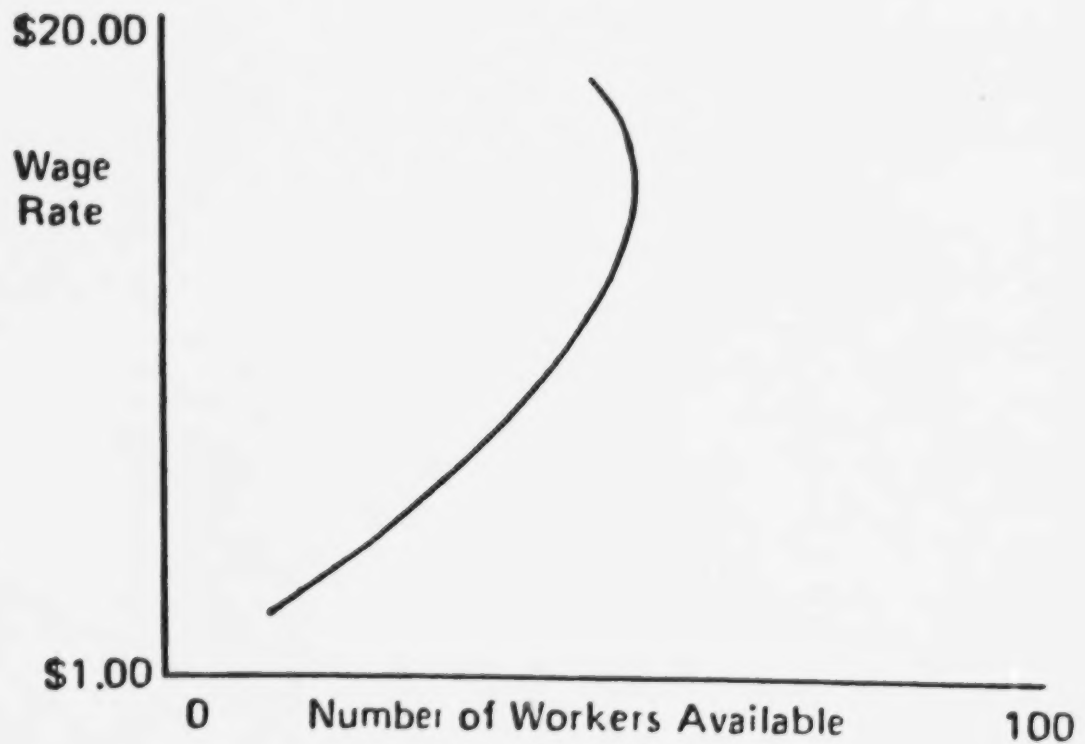
(h) _____
Total education costs

Now calculate how many years it will take to make up the difference:

(a) _____ - (d) _____ = (i) _____
Yearly salary Yearly salary for Difference in salary
for job with job without college
college degree degree

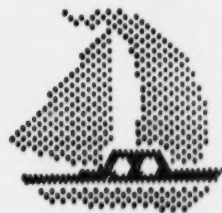
(h) _____ - (i) _____ = _____
Total educa- Difference in Years to make up the
tional costs salaries difference
128

BACKWARD - SLOPING SUPPLY CURVES





EFFECTS OF BUSINESS CYCLE ON LABOR SUPPLY



- PROSPEROUS TIMES



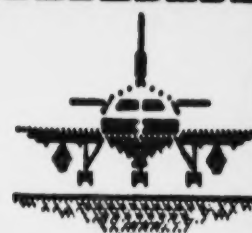
- HARD TIMES



- ADDITIONAL FAMILY WORKERS



- DISCOURAGED WORKER



MOBILITY

- OPENINGS
- GROWTH
- LARGE/SMALL BUSINESSES
- BREADTH OF EDUCATION AND TRAINING



THE DEMAND CONCEPT

- BUSINESS VOLUME AND MARKETS
- TECHNOLOGY OF PRODUCTION PROCESS
- HIRING PRACTICES
- CREATION OF NEW JOBS



HIRING PRACTICES

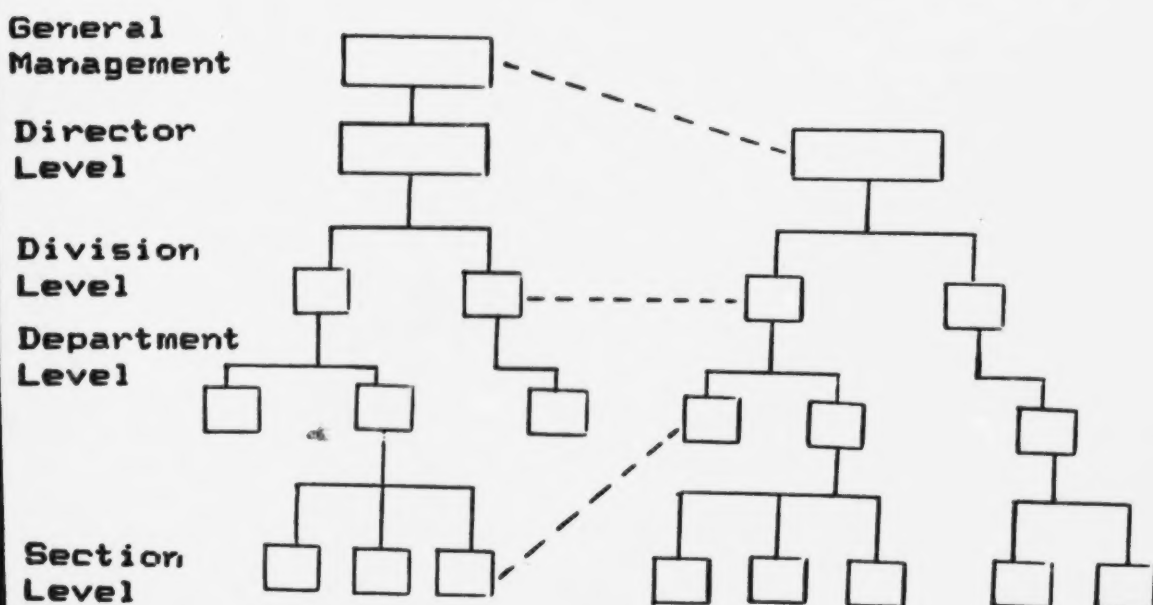
- EXTERNAL
- INTERNAL
- PRIMARY
- SECONDARY
- MINORITY/DISADVANTAGED



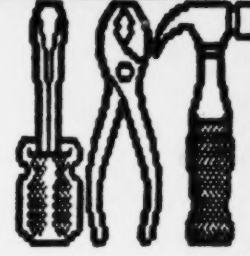
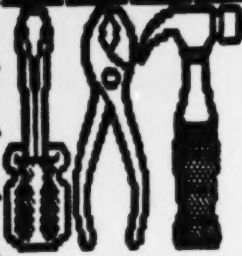
JOB LADDERS

-----CROSS OVERS-----

Lateral
Upward
Downward



141



JOBS

1. NEW JOBS AND NEW OCCUPATIONS

- Growth populations
- Social changes
- Technological changes

2. OLD JOBS AND OLD OCCUPATIONS

- New labor-saving technology
- New machinery
- Raise in consumer income

3. ENTREPRENEURS

- Special skills
- Capital
- Responsibilities
- Risk

**CHAPTER III
EXPLORING LABOR MARKET INFORMATION
SOURCES AND SYSTEMS**

CHAPTER GOALS:

- 1. PRESENT BACKGROUND INFORMATION
ON WHERE FEDERAL AND STATE LABOR
MARKET INFORMATION ORIGINATES.**
- 2. DEVELOP AN UNDERSTANDING OF THE
OPERATION OF A CAREER INFORMATION
DELIVERY SYSTEM.**
- 3. PRESENT BACKGROUND INFORMATION ON
THE VARIOUS CLASSIFICATION SYSTEMS.**
- 4. DEVELOP AN UNDERSTANDING OF THE
CONCEPTS OF A CROSSWALK BETWEEN
SOURCES OF INFORMATION.**

FEDERAL SOURCES OF LABOR MARKET INFORMATION

Sources—Agencies That Produce LMI	Resources—Products of the Agency
Commerce, U.S. Department of	
Bureau of the Census, International Trade Administration	<i>U.S. Industrial Outlook</i> (current edition)
Bureau of the Census	<i>U.S. Census of Population, 1980: Alphabetical Index of Occupations and Industries</i> <i>U.S. Census of Population, 1980: Classified Index of Industries and Occupations</i>
Office of Federal Statistical Policy and Standards (now defunct)	<i>Standard Occupational Classification Manual</i>
Defense, U.S. Department of	
Manpower, Installations and Logistics	<i>Military Career Guide: Employment and Training Opportunities in the Military</i> <i>Military Occupational and Training Data</i>
Education, U.S. Department of	
National Center for Education Statistics	<i>A Classification of Instructional Programs</i>
Executive Office of the President	
Office of Management and Budget	<i>Standard Industrial Classification Manual</i>
Labor, U.S. Department of	
Bureau of Labor Statistics	<i>Occupational Outlook Handbook</i> <i>Occupational Outlook Quarterly</i> <i>Occupational Projections and Training Data</i> <i>OES Survey Operations Manual</i> <i>OES Dictionary of Occupations</i>
Employment and Training Administration	<i>Dictionary of Occupational Titles</i> <i>Dictionary of Occupational Titles: Fourth Edition Supplement, 1982</i> <i>Guide for Occupational Exploration</i> <i>Selected Characteristics of Occupations Defined in the Dictionary of Occupational Titles</i>
National Occupational Information Coordinating Committee	<i>Vocational Preparation and Occupations</i>

**AGENCIES REPRESENTED ON THE
NATIONAL OCCUPATIONAL INFORMATION
COORDINATING COMMITTEE
(NOICC)**

BUREAU OF LABOR STATISTICS (DOL)

EMPLOYMENT AND TRAINING ADMINISTRATION (DOL)

NATIONAL CENTER FOR EDUCATION STATISTICS (DOE)

OFFICE OF VOCATIONAL AND ADULT EDUCATION (DOE)

REHABILITATION SERVICES ADMINISTRATION (DOE)

**OFFICE OF BILINGUAL EDUCATION AND MINORITY
LANGUAGE AFFAIRS (DOE)**

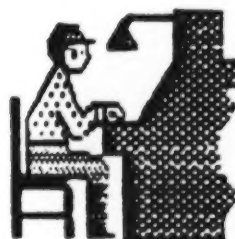
**ONE AGENCY WITHIN EACH OF DEPARTMENTS OF
COMMERCE, AGRICULTURE, AND DEFENSE**

EXAMPLES OF STATE
LABOR MARKET INFORMATION PRODUCTS

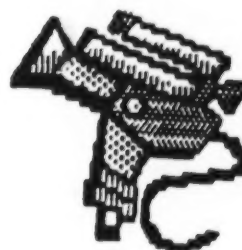
- Annual planning information
- Labor market information newsletters
- Occupational labor market information
- Special worker group publications
- Affirmative action information
- Labor market information research publications
- Directory of labor market information

CAREER INFORMATION DELIVERY SYSTEMS

SPECIALITY PUBLISHERS



MEDIA



TECHNOLOGY



CAREER INFORMATION



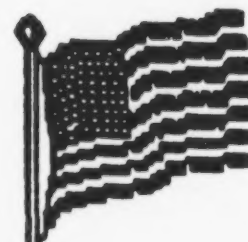
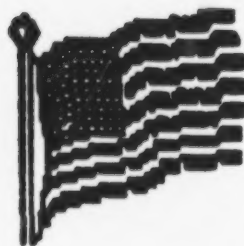
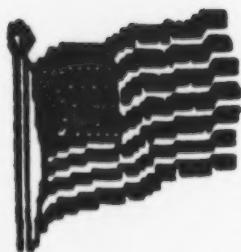
STATEWIDE CAREER INFORMATION DELIVERY SYSTEMS
(CIDS)

- Specific occupations
- Training and other requirements
- Wage and salary data
- Related economic information
- Localized data
- Annual updates



COMMERCIAL CAREER INFORMATION
DELIVERY SYSTEMS
(CIDS)

- Major occupational characteristics
- Information on earnings or employment characteristics may not be consistent between systems
- National data
- Information based on:
 - Dictionary of Occupational Titles
 - Occupational Outlook Handbook
 - Military Occupational and Training Data Tape



STATE CIDS CHARACTERISTICS AND STATUS

- National, State and local occupational information
- Data
- Sorts and selects by client criteria
- Can be used in a variety of settings
- Military files
- National or local educational information
- Variety of delivery modes
 - on-line computer
 - microcomputer
 - printed material
 - needlesort
 - microfiche
 - toll-free hotline

CAREER INFORMATION DELIVERY SYSTEMS

STATE/LOCAL FILES

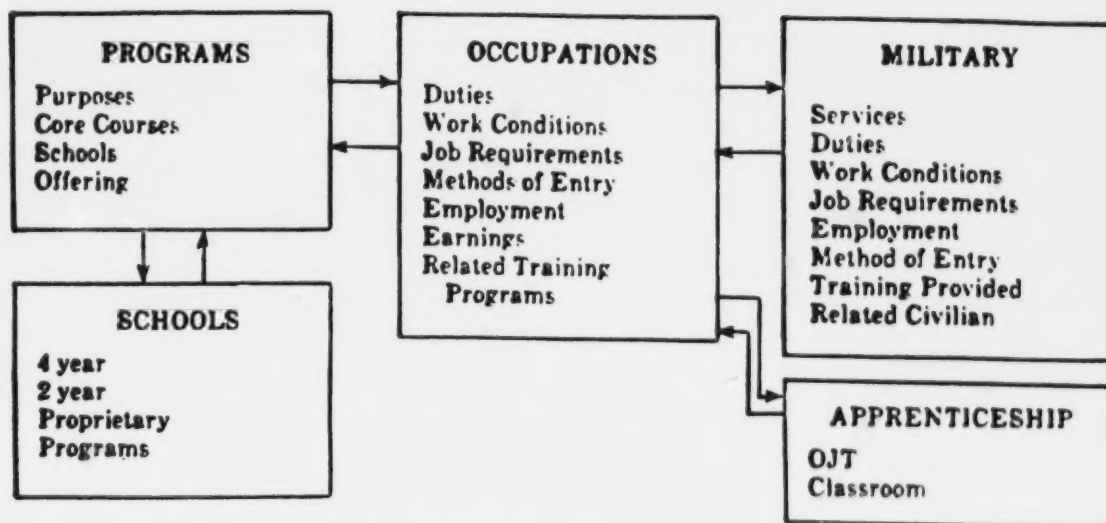
Descriptions	Apprenticeships
Wages/Salaries	Programs of Study
Outlook	School Subjects
Public 2-Year Colleges	Employers
Public 4-Year Colleges	Job Bank
Private Schools	Military
Vocational/Technical Schools	Economic Development
Graduate Schools	Planners
	Bibliography

NATIONAL FILES

Character Descriptions	Graduate Schools
Wages/Salaries	Apprenticeships
Outlook	Programs of Study
Public 2-Year Colleges	School Subjects
Public 4-Year Colleges	Military
Private Schools	Bibliography
Vocational/Technical Schools	

MEANS OF DELIVERY

Time-Share Computer	Needlesort + Books
Microcomputer (full delivery)	Needlesort + Fiche
Microcomputer (search + books)	Booklet + Books
Microcomputer (search + fiche)	Booklet + Fiche

CIDS SAMPLE FILE STRUCTURE



CLASSIFICATION SYSTEMS

LABOR MARKET CONCEPT

CLASSIFICATION SYSTEM

OCCUPATION

Dictionary of
Occupational Titles
(DOT)

Guide to Occupational
Exploration (GOE)

Standard Occupational
Classification Manual
(SOC)

INDUSTRY

Standard Industrial
Classification Manual
(SIC)

INSTRUCTIONAL
PROGRAM

Classification of
Instructional Programs
(CIP)



CROSSWALKS

- Different agencies compile data for different purposes
- The CROSSWALK system "bridges" the different agency data classifications as published in:
 - A Classification of Instructional Programs
 - Dictionary of Occupational Titles
 - Occupational Employment Statistics
 - Military Occupational Classification Systems
 - Standard Occupational Classification

CHAPTER IV
EXPLORING LABOR MARKET INFORMATION
RESOURCES AND PRODUCTS

CHAPTER GOALS:

1. DEVELOP AN UNDERSTANDING OF THE WIDE VARIETY OF LMI RESOURCES AVAILABLE FROM NATIONAL AGENCIES.
2. DEVELOP AN UNDERSTANDING OF THE NATURE OF THE MAJOR LABOR MARKET INFORMATION RESOURCES AND PRODUCTS.
3. DEVELOP AN UNDERSTANDING OF HOW CLASSIFICATION AND CROSSWALK SYSTEMS ARE PRESENTED IN THE PUBLISHED RESOURCES.

CHAPTER V
USING LABOR MARKET INFORMATION IN
CAREER COUNSELING

CHAPTER GOALS:

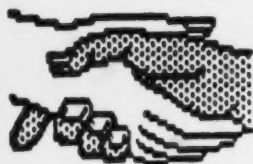
1. SHOW HOW LABOR MARKET INFORMATION IS USED TO RESPOND TO 50 TYPICAL CAREER-RELATED QUESTIONS.
2. SHOW HOW LABOR MARKET INFORMATION IS USED IN FIVE TYPICAL CAREER-RELATED COUNSELING CASES.
3. SHOW THE WIDE VARIETY OF LABOR MARKET INFORMATION USED IN ACTUAL COUNSELING SETTINGS.
4. PRESENT A PROBLEM SITUATION AND INVOLVE THE READER IN DEVELOPING A SOLUTION.



COUNSELOR'S APPROACH TO USING LMI

(Refer to Handout I.2 - Bo Johnson)

- Group 1 - (Start with an Occupation)
Bo wants a similar electronics job.
- Group 2 - (Start with an Industry)
Bo wants to keep an electronics job but
change industries.
- Group 3 - (Start with a Client Interest Area)
Bo wants to go into business for
himself.



THE COUNSELOR'S APPROACH

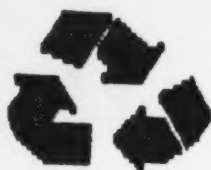
Includes:

- Goals
- Elements
- Counselor preparation
- Interview session
- Case analysis and conceptualization
- Identification of each resource used/
reason for using

CHAPTER VI
DEVELOPING A PROFESSIONAL PLAN OF ACTION

CHAPTER GOALS:

- * INTRODUCE THE CONCEPT OF A COMPREHENSIVE GUIDANCE PROGRAM.
- 1. INTRODUCE THE CONCEPT OF A PROFESSIONAL PLAN OF ACTION.
- 2. ILLUSTRATE SOME OPPORTUNITIES FOR COUNSELOR PROFESSIONAL DEVELOPMENT.
- 3. ILLUSTRATE SOME OPPORTUNITIES FOR COUNSELOR INFORMATION DEVELOPMENT.
- 4. ILLUSTRATE SOME OPPORTUNITIES FOR COUNSELOR COMMUNITY DEVELOPMENT.
- * NEW MATERIAL (SEE ADDENDUM TO CHAPTER VI IN TRAINING HANDBOOK)



PLAN OF ACTION HAS:

1. STRONG ORGANIZATION OF IDEAS
2. GOALS AND OBJECTIVES
3. PRIORITIES FOR GOALS AND OBJECTIVES
4. TIME LINES/PERIODIC EVALUATION

TRANS. VI.3



PLAN OF ACTION PARTS:

- PROFESSIONAL DEVELOPMENT
- INFORMATION DEVELOPMENT
- COMMUNITY DEVELOPMENT

C. WORKSHOP POST-TEST
ANSWERS

Directions: Using the Resource Guide, if needed, answer the following questions:

Chapter 1 - Describe a structural theory.

Focuses on individual differences - the structure of a person's characteristics as they influence career behavior. (page 1)

List the seven steps in the career decision making model, developed as a part of the Career Skills Assessment Program of the College Board:

- | | |
|------------------------------------|--------------------------------------|
| 1. <u>Define the problem</u> | 5. <u>Discover probable outcomes</u> |
| 2. <u>Establish an action plan</u> | 6. <u>Eliminate alternatives</u> |
| 3. <u>Clarify values</u> | 7. <u>Start action</u> (page 30) |
| 4. <u>Identify alternatives</u> | |

Chapter 2 - Describe an internal labor market.

One where a worker makes his or her whole career within a company.
(p. 63)

Chapter 3 - What is the primary source of labor market information in the United States?

U.S. Department of Labor (page 71)

Chapter 4 - List five resources which are musts for every Career Resource Center.

- 1.
- 2.
3. (any of those listed on page 93)
- 4.
- 5.

Name and describe a crosswalk reference.

Vocational Preparation and Occupations - Identifies the relationship among systems by linking classifications currently in use. (p. 125)

Chapter 5 - What two basic types of career information requests do counselors most often receive?

1. Occupational questions
2. Career-related problems (p. 155)

Chapter 6 - Three areas to be developed in a Personal Plan of Action are:

1. Professional Development
2. Information Development
3. Community Development (p. 197)

PART III
UNIVERSITY COURSE OUTLINE

Reference: Using Labor Market Information in Career Exploration and Decision Making

May be used in total or in part.

In the Resource Guide,
refer to pages:

Introduction to Course

I. UNDERSTANDING CAREER DEVELOPMENT AND THE USE OF LABOR MARKET INFORMATION IN CAREER COUNSELING	
Changing Ideas about Career Development	9-11
Theories of Career Development	
Role of Theories	11
Types of Career Development Theories	
Structural Theories	12-19
Developmental Theories	19-34
Career Development Theories and Career Counseling	34
Process of Career Counseling	35-38
Using Labor Market Information and Career Counseling	39-42
Bias Free Career Counseling	
(See <u>Training Handbook</u> , pp. 37-40)	
II. UNDERSTANDING THE LABOR MARKET: CONCEPTS AND APPLICATIONS	
Basic Model of the Labor Market	53-55
Supply Concept	55-60
Demand Concept	60-63
Hiring Practices: External and Internal Labor Markets	63-65
Primary and Secondary Labor Markets	65-67
III. EXPLORING LABOR MARKET INFORMATION SOURCES AND SYSTEMS	
Major Federal Sources	71-72
Major State Sources	72-74
Career Information Delivery Systems	74-81
Nongovernmental Sources	82
Classification Systems and Crosswalks	82-87
IV. EXPLORING LABOR MARKET INFORMATION RESOURCES AND PRODUCTS	
Printed Materials	93-151
Computer Software	
(See <u>Training Handbook</u> , p. 59)	
V. USING LABOR MARKET INFORMATION IN CAREER COUNSELING	
Client Questions/Suggested Resources	155-161
Career Counseling Case Studies	161-194
VI. DEVELOPING A PROFESSIONAL PLAN OF ACTION	
Comprehensive Guidance Program	
(See <u>Training Handbook</u> , pp. 69-78)	
Professional Development	197-203
Information Development	203-207
Community Development	208-209